DOCUMENT RESUME

ED 064 461 88 UD 012 814

AUTHOR Cohen, Bernard; Promisel, David M.
TITLE Final Evaluation Report (1969-70), New Haven Bilingual Education Program, New Haven, Connecticut.
INSTITUTION Dunlap and Associates, Inc., Darien, Conn.; New Haven Board of Education, Conn.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
REPORT NO DPSC-97-204
PUB DATE 27 Aug 70
NOTE 104p.

EDRS PRICE MF-$0.65 HC-$6.58
DESCRIPTORS *Bilingual Education; Caucasian Students; Curriculum Evaluation; *Data Analysis; English (Second Language); *Federal Programs; *Language Skills; Management; Parent Attitudes; Program Effectiveness; *Program Evaluation; Puerto Ricans; Self Concept; Spanish; Teacher Attitudes; Teacher Evaluation; Test Results
IDENTIFIERS Connecticut; New Haven

ABSTRACT

The New Haven Bilingual Education Program had two primary components: grade K-1 and grade 2-6. Puerto Rican and Anglo students in the younger age groups had a daily Spanish lesson; Puerto Rican children were also given English as a second language (ESL) lessons. The older children attended their regular classes in the morning and were given subject matter lessons in Spanish as well as ESL and Spanish language lessons. The evaluation design for the program was modified several times due to time and money constraints; the evaluation as performed concentrated on the more traditional product evaluation as well as a description of procedures carried out to assess student change in the areas of language development and self concept and/or attitude towards education. Among the findings were the following: (i) there was management which seemed to be aware of the problems in the program and which would take steps to make adjustments in the program; (ii) overall teacher performance was rated as quite satisfactory; (iii) course outlines were considered more than adequate when supplemented by Spanish language materials; (iv) the dissemination program aimed at the Anglo teachers had failed; and, (v) no significant difference could be made on the student self concept scales. [The appendixes in this document will not be clearly legible, due to the print quality of the original.] (Authors/RJ)

FILMED FROM BEST AVAILABLE COPY

ED 064461

Dunlap ED 70-40

FINAL EVALUATION REPORT (1969-70)
NEW HAVEN BILINGUAL EDUCATION PROGRAM
NEW HAVEN, CONNECTICUT

Prepared for:

New Haven Board of Education
200 Orange Street
New Haven, Connecticut

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

August 27, 1970

Prepared by:

Bernard Cohen
David M. Promisel

Dunlap and Associates, Inc.
One Parkland Drive
Darien, Connecticut 06820

VT 012814

TABLE OF CONTENTS

		page
INTRODUCTION		iv
I	Evaluation Design (As Planned)	I-1
	Product Areas	I-1
	Process Areas	I-2
II	Evaluation Procedures (As Happened)	II-1
III	Evaluation Results and Interpretations	III-1
	A. Process Evaluation	III-1
	1. Program Management Evaluation	III-1
	a. Planning	III-2
	b. Acquisition and Allocation of Resources	III-4
	c. Control of Resource Expenditures	III-6
	d. Monitoring, Control and Integration of Component Activities	III-8
	e. Liaison with Other Organizations and Community	III-10
	2. Teacher Performance	III-11
	3. Curriculum Evaluation	III-15
	B. Product Evaluation	III-18
	1. Oral Vocabulary	III-18
	2. Student Self-Concept	III-22
	3. Parent Attitude	III-28
	4. Opinions of Non-Title VII Teachers	III-31
IV	Appendix	
	A. Oral Vocabulary Instrument	
	B. "What I Think About Myself" (Self-concept instrument)	
	C. Teacher Rating Scale	
	D. Parent Attitude Survey	
	E. Teacher-Aide Rating	
	F. Survey for Non-Title VII Teachers	

List of Tables

		page
I	Results of Spanish oral vocabulary given to Puerto Rican children	III-19
II	Results of Spanish oral vocabulary test given to Anglo children	III-21
III	Student responses to statements in "What I Think About Myself"	III-23
IV	Student responses to statements in "What My Classmates Think About Me"	III-24
V	Comparative results from "What I Think About Myself" Scale	III-26
VI	Average absences per student	III-27
VII	Parents' Attitudes About Education and Bilingual Schooling	III-29
VIII	Total number of parent responses in each category	III-30

INTRODUCTION

The New Haven Board of Education received a grant from the Office of Education (HEW) to develop, implement, and evaluate a bilingual education program, using funds from Title VII of the Elementary and Secondary Education Act. Robert Serafino, Superivsor of Foreign Languages for the City of New Haven, was appointed project director.

The program had two primary components: Kindergarten to First Grade, and Second through Sixth Grade. Puerto Rican and Anglo students in the younger age groups received a daily Spanish lesson of twenty minutes. Puerto Rican children in these classes also were given ESL lessons. The older children, Puerto Ricans only, attended their regular classes at Truman and Horace Day Elementary Schools in the morning. After lunch, they were bussed to Lee High School for subject matter lessons in Spanish as well as ESL and Spanish language lessons. A core of teachers worked both components. They taught K-1 in the morning, then drove to Lee High School for their afternoon classes. Six teachers and three aides were employed. Mr. Serafino also had an assistant administrator/ teacher supervisor, Mrs. N. Almadovar.

Approximately two hundred children were reached during the morning lessons which were primarily based on the FLICS curriculum. While about sixty children were involved in the Lee High School Bilingual Education Center, Dunlap and Associates, Inc. was contracted in January, 1970, to perform an evaluation of the program. Much of the work involved in designing behavioral objectives and evaluation plans is detailed in an earlier document, "Continuation Application 1970-1971", which was approved by O.E. This document, besides serving as an evaluation of the first year's program, serves as a skeleton for an improved, in depth evaluation of next year's program.

During the Spring of 1969, Dunlap and Associates, Inc. was asked to perform the independent accomplishment audit for the New Haven Bilingual Education Program. After attending the seminars on program evaluation and auditing which were conducted by the Office Education during the month of October, the New Haven Project Director, Mr. Robert Serafino, asked Mr. Bernard Cohen, the Program Director of Dunlap's Educational, Evaluation and Auditing program, if his team would assume the role of evaluator rather than auditor. Mr. Cohen agreed to perform an evaluation of this program, operating within the cost constraints already placed on the program and the program's evaluation. The program had originally been written to include an inside evaluator--Assistant Director. Since the Assistant Director was not going to be replaced (she assumed additional duties) only $2500 could be mustered for the evaluation. This figure, only one third of the guideline figure for evaluation costs as set by OE, placed quite a burden on the evaluation team.

In addition to the financial constraints, beginning an evaluation in November excluded the availability of such things as baseline data. Having taken the reins as evaluator, behavioral objectives and their related measurement were planned. The gathering of relevant instruments was also a task that the evaluation team had to perform on short notice before the actual measurement processes could begin.

By mid-January all of the objectives, measurement instruments, sample selection, and testing schedules had been designed. Then, due to the same constraints, certain steps were taken: objectives were divided into two groups, primary and secondary, based on their importance to the program; and, tests were administered by Mrs. Almadovar, the on-site coordinator and the teachers, in order to conserve the funds and the evaluation budget.

During the ensuing months, the evaluation team director, Bernard Cohen, held several meetings with the teaching staff. Those meetings, along with two or three meetings with the project director in order to assess program management, were the only meetings conducted between the time of the mid-year testing and the end-of-year testing. Again, this was done because of the constraints placed upon the evaluation team. During the final weeks of the school year, Mr. Cohen visited the classes in order to administer post-tests. He personally tested the K-1 component, using an oral vocabulary comprehension test. He also administered the self-concept test and the concept differentiation test to the Lee High School 2-6 component. With the support of Dr. David Promisel and Mr. Michael Nacht, the following evaluation report was prepared based on the aforementioned testing. The following report is divided into sections, each dealing with the particular objective and its measurement. The sections not only present the conclusions drawn as a result of the evaluation techniques, but also describe briefly the evaluation procedures.

All of the objectives, program procedures, and evaluation technique were divided into two areas, process and product. The following areas represent sections of the evaluation which fall into one of the two aforementioned categories:

Product evaluation -
- All language abilities
- Ability to understand English concepts
- Avoidance of interference problems
- Improvement in subject areas
- Improvement of self-concept
- Improvement of attitude towards school

Process evaluation -
- Relevance and success of curriculum
- Appropriateness of in-service training
- Performance of teachers and teacher-aides
- Ability of program administration to control, coordinate and set up a communications system for the program.

The next section of this report will present a brief description of the revised evaluation design.

I. THE EVALUATION DESIGN (AS PLANNED)

The evaluation design was modified several times since its original form was set down in January 1970. The modifications, as stated in an earlier report, were primarily due to time and money constraints. What remained as a skeleton evaluation design was still enough to provide the Project Director with a comprehensive study of the effectiveness of his program. The final design still included a process as well as product evaluation and was still sophisticated enough to include the affective as well as cognitive domain in the product evaluation. Rather than restate the original design which was submitted to Washington in January, we will list the areas which remained in the final evaluation design.

Product Areas

Student language abilities were measured on two levels; K-2 were given a picture vocabulary test while grades 3-6 took the picture vocabulary test and a usage test. Other subject areas were eliminated from this year's evaluation design, again, due to the constraints placed upon the evaluation procedures.

Student's self-concept remained a part of the evaluation design due to the importance of self-concept as an aid to student learning, especially in the inner city.

The third and final product area to be measured was the attitude of the Title VII parents and non-Title VII teachers. These three product areas; student attitude and parent and teacher attitude comprised the entire product evaluation. Combined, they make up the bulk of the product goals and, certainly, any Title VII program which was effective in these three areas would be considered a worthwhile project. Cut from the original design were areas such as mathematics, social studies, Title VII teacher and student attitudes. We get a partial indication of the students' attitudes as a result of the student self-concept survey. And, we get an indication of the teachers' attitudes on the teacher performance rating scale. Both of these are done by inference, however, and will not be used except to diagnose general attitudes of groups.

An additional product measurement was taken with a year-end survey of non-Title VII teacher attitudes. The results of that particular survey will give the Project Director an indication of the Project's needs as far as dissemination within the school community is concerned.

Process Areas

The formal evaluation procedures included measures of effectiveness in several process areas. These were curriculum, teacher performance, management, community awareness and dissemination.

Since the number of classes available for the evaluation design was small, and control situations were not available due to the mid-year beginning of

evaluation processes, the curriculum evaluation could not take the form of a scientific experiment with controlled situations. Instead, the curriculum was evaluated at several round table discussions conducted by Mr. Bernard Cohen, the Director of Dunlap's evaluation team. The round table discussions had all teachers participating in critiques of their current materials and textbooks. The only addition to these procedures was Mr. Cohen's classroom observations wherein he observed the curriculum in a supervisory nature, determining the effectiveness of curriculum as per individual lesson being observed.

Teacher and teacher-aide performance was evaluated on a limited basis. A subjective approach with few criteria involved was employed due to the personnel problems which would have resulted if staff evaluation procedures were implemented in the middle of the year. These personnel problems would have developed because evaluation procedures, due to the time constraints, would not have given teachers as much a role in planning or at least approving these new procedures as they would prefer. As a result, the group of teachers and evaluators approved a plan for evaluating teachers in the bilingual situation but agreed to implement these procedures, detailed in a later section of this report, beginning next September. This years' performance rating took the form of the traditional New Haven teacher observation reports.

The teacher-aide performance rating, a much simpler mechanism, was implemented on an experimental basis during this first year. It consists of a simple survey or checklist, completed by the supervising teachers of the teacher-aides.

Another very important process evaluated by the Dunlap evaluation team was the management of the overall program. The objectives of the Title VII management of New Haven, Connecticut were to maximize the combined success of the various program components. This is accomplished through planning; acquisition and allocation of resources; control of resource expenditures; the monitoring, control and integration of the component activities; and liaison with other organizations of the community. The management evaluation was objective and analytic, where possible, relying on interviews of all levels of program personnel and analysis of available data and documents pertaining to the management of the program. The evaluation design included examinations of the following management areas:

Planning

Objective - to ensure that all activities required to establish and operate the program are known, as well as the chronological sequence in which they should occur, and the coordination necessary among them.

Evaluation technique - develop flow charts, using techniques such as PERT and CPM, showing all anticipated activities, their expected inter-relationships and desired time sequence. Compare these predictive charts with the events that actually do occur and their timing. Where there are discrepancies, determine the reasons why.

Acquisition and Allocation of Resources

Objective - to obtain as many of the resources (personnel, money and facilities) required for the program as possible and to allocate them to program needs in a way which maximizes their effectiveness.

Evaluation technique - examine all sources of aid (e. g., OE, New Haven School System, local community, etc.) utilized and how they were obtained. Determine the effective dollar value of all aid received. Describe the rationale used for allocating resources to the required activities and judge whether it led to cost-effective solutions.

Control of Resource Expenditures

Objective - to ensure that resources allocated are used in the most beneficial manner.

Evaluation technique - examine techniques used for expending resources. Review personnel selection and reimbursement procedures, equipment specifications, purchase policies, fiscal control techniques, etc.

Monitoring, Control and Integration of Component Activities

Objective - to ensure that the planned activities contribute to the overall goals of the program; to discover and resolve unforeseen problems that arise; to ensure that individual components are compatible with, and reinforce, each other; and to make available the necessary information for future planning.

Evaluation technique - examine the information feedback system from component activities to program management, the information system used for storing and retrieving data, the communication system established between all program personnel. We will analyze the steps taken to anticipate and prevent problems from occurring and to overcome them if they do (such as special training sessions or program meetings, changes in personnel, procedures, schedules, etc.). Determine the extent to which future program planning reflects past experience.

We will discuss, with teachers, their feelings regarding the availability of supervision.

Liaison with Other Organizations and the Community

Objective - to ensure that success of the Title VII program is helped, not hindered, by other organizations and the Community; to prepare for the eventual integration of Title VII activities into the regular New Haven School system.

Evaluation technique - examine efforts used for establishing liaison. List outside contacts made. List and examine any problems that have arisen between the Title VII program and others and the steps taken to resolve them. Discover and evaluate progress achieved in integrating Title VII into the school system.

In order to accomplish each of the above tasks, we expect to conduct intensive interviews with the Project Director (Robert Serafino), the Assistant Director (Noberta Almodovar), and all teachers; attend staff meetings; examine project fiscal records; make contacts within the community; and perform as detailed a statistical analysis of existing data as the project constraints will allow.

II. EVALUATION PROCEDURES (AS HAPPENED)

Starting, once again, with the more traditional product evaluation, this section of the final evaluation report will present a description of procedures implemented to assess student change in the areas of language development and self concept and/or attitude towards education. As mentioned in an earlier report, we decided to experiment with several of Dr. Edward Cervenka's tests for bilingual education programs.

Of course we realized that Dr. Cervenka's tests were normed on a Mexican-American school population in Texas, but decided to establish our own norms for New Haven's population. We had several meetings at Columbia University with Dr. Cervenka and examined several other oral vocabulary and usage tests before deciding that none of them was going to give us a valid reading on student progress in these areas. Since none of the tests seemed to be more advantageous than any other and, since Dr. Cervenka agreed to assist us in formulating more appropriate normative data, we used the enclosed forms of his series in early February 1970. As it turned out, Dr. Cervenka was confined to bed for the next three months, and his bilingual instruments were not as useful as OEO's 1967 report would have one believe. (They were developed under a grant from OEO.) In order to have the tests administered in the mid-term situation, and have the test administration done within the time and money constraints placed upon the project, Mr. Cohen

conducted a training session for teachers wherein he instructed the teachers in the administration of the bilingual education tests. Having each teacher test their own class saved about a week's direct labor and time. Again, we lost more than we gained because the teacher-collected data turned out to be unreliable from one room (teacher) to the next. Under these conditions, these scores became meaningless. At another session with the teachers, it became apparent that the evaluator must either closely monitor or administer all tests. Several of the teachers told us that the children became overly frustrated during the testing so they (the teachers) thought it best to take the tests away from the students. Two other teachers felt that these tests, like all others, did an injustice to children with the most severe language problems, so they let those children have as much time as they needed or wanted. This, of course, was contrary to our original directions and makes all of the statistics questionable. The variances described above, appeared primarily on the administration of the language usage tests. Since the teachers made no record of time allowances for each child tested, we ruled out post-testing in the area of language usage.

In the other language area, oral vocabulary, all teachers administered the entire test. Since there is no time limit on this test the data is useful. Still, it is not as relevant as we had hoped it would be. After one school year with the FLICS curriculum, the teachers and evaluators agreed that Cervenka's oral vocabulary test does not reflect the vocabulary presented in the FLICS curriculum.

In the pre-test situation, the language usage tests were administered in English and Spanish to the Puerto Rican students only. It was decided that the Anglo students could not possibly have been able to respond to the conceptual and grammatical questions in Spanish and would have only proven their intelligence rather than language capabilities by responding to the English version. We did not want to give the Anglo students a frustrating experience with the Spanish language. Nor did we want to begin work on the enormous task of norming an intelligence instrument.

Both Anglo and Spanish students were given the oral vocabulary test in the pre-test situation. Because this was the Anglo students' first exposure to Spanish, we were in the expected situation which had all Spanish students scoring nearly perfectly, while all Anglo students scored whatever chance would allow.

In addition to finding the oral vocabulary test inappropriate to the curriculum, it was as technically unsound as all other oral vocabulary (or reading readiness) tests. Each page contains pictures for eight questions. Each question contains five pictures. (See attached copy of oral vocabulary tests.) We used the instrument because we did not have time to develop a new one prior to its need in the program. In comparing it to others such as the GTA or SRA tests, it appears no worse. The current summer workshop for New Haven teachers and evaluators is doing the groundwork for new oral vocabulary tests which will be used during the upcoming school year. The new

tests will have one question per page and three pictures per question. And, the vocabulary will reflect the FLICS curriculum.

Due to the total restructuring of the New Haven Title VII Program for the next school year, most of the data gathered on this and other tests, would not be useful to a longitudinal study. Therefore, in the post-testing, only three grades, second, third and sixth were tested. Second graders were tested because they will be in the program next year. Their scores will not only help evaluate this year's program but next year's as well. Third graders were tested in order to give us a comparison group for next year's third graders. The sixth graders were tested in order to give us a five-year longitudinal comparison group (if a longitudinal study is possible). The current group of second graders will complete the five-year bilingual program when they are, themselves, in the sixth grade. (Since the fifth graders were grouped with sixth graders during the past school year, the fifth graders were also tested. Their scores, however, will not be included in any longitudinal survey.)

All post-testing in this area, as well as others, was done by Mr. Bernard Cohen in order that there be a semblance of reliability in at least one end of the evaluation. During the last week of school Mr. Cohen went around to each of the classes and performed group testing. In the oral vocabulary post-test situation in grades K-1, Mr. Cohen removed all of the Spanish-speaking students prior to the testing. This was done because he noticed that, in the first class he tested, which still had Anglo students and Spanish students

combined, the Anglo students tended to copy from the Spanish students' papers and the Spanish students very often said answers aloud. So, the vocabulary test was administered only in Spanish and only to the Anglo students in the post-testing situations. This was also done because the Spanish students scored so high on the pre-tests that improvement was impossible. A statistical analysis of those student performances who remained in the sample, appears in the next section of this report.

Another product which we attempted to measure through several means was student self-concept. In so doing, we also gathered a measurement of change in student attitude toward school. This was accomplished by employing another of Dr. Cervenka's tests, "Me, Myself, and I." His self-concept survey was coupled with a series of non-intervening measures such as attendance and disciplinary record, in order to measure the program's effectiveness with regard to uplifting students' self-concept. Cervenka's test (included in the Appendices to this report) was administered by Mrs. Almadovar, the Assistant Project Director in February. She administered the tests on a group basis to 2-6 graders. Although it was not in keeping with the scientific approach to pre and post-testing, the post-testing was administered by Mr. Cohen on an almost individual basis. He tested the second, third and sixth graders in groups of two's and three's and when required, on an individual basis. There are justifications that can be made for each of the aforementioned approaches to recording students' self-concept., and we

expect that the negative aspects counter each other and give us a valid pre- and post-situation. Certain studies on students' self-evaluation point out that students in a group testing situation will rate themselves higher because they don't want their fellow students, usually sitting next to them, to see that they have a low self-concept. On the other hand, other studies point out that students who are individually interviewed will rate themselves higher than those who are questioned in a group basis becasue they don't want the interviewer, usually face-to-face, to see that they have a low self-concept. The ideal situation would have students reading silently and responding silently to a self-concept questionnaire. This was impossible. We found no student self-concept survey which would have been readable by the young Puerto Rican students. We have plans to revise this survey for use in September, making it readable to all. Bearing in mind that the results may be slightly biased towards the positive, we have done a thorough analysis of the pre- and post-self-concept surveys. This data analysis not only includes an overall summation of the students stratified into groups, but an item analysis and pre-post item comparisons as well. This analysis appears in the following section of the report.

N. B.

Just a note to explain why the procedures for measuring change of self-concept were altered; the classroom teachers who observed the first administration informed the evaluation team that it was their feeling that the students

were not responding truthfully because they felt that other students would look at their tests and tease them if they rated themselves low in any of the areas. The teachers also felt that many of the students in the group situation did not fully understand the directions. The item analysis of this survey points out that there is a greater correlation between responses to like questions on the post test than on the pre-test, therefore corroborating the teachers' observations.

III. EVALUATION RESULTS AND INTERPRETATIONS

A. Process Evaluation

1. Program Management Evaluation

The objectives of the New Haven Title VII Management were all geared towards the maximization of the combined successes of various program components. This was accomplished through planning; acquisition and allocation of resources; control of expenditures; monitoring, control, and integration of the component activities; and liaison with other organizations of the community. This management evaluation, as stated earlier in this report, is as objective and analytic as possible, relying primarily on interviews of all levels of program personnel and analysis of available data and documents pertaining to the management of the program.

It should be obvious to all those concerned with the New Haven Title VII program that management plays quite an important role in the first year's program, making many changes by the year's end. The evaluation team was quite impressed with the actions taken by project director, Mr. Robert Serafino, which completely revamped the programming and scheduling of the program during its mid-year break. This not only demonstrated that there was management which seemed to be aware of problems in the program, but showed that the management would take steps, no matter how drastic, to make adjustments in the program.

In evaluating the tasks of management, we looked specifically at five areas:

a. Planning

As far as planning was concerned, the management objective was to ensure that all activities required to establish and operate the program were not only known to all well in advance of required operation, but that the chronological sequence in which they should occur was thoughtfully considered. An adjunct to this objective was a necessary coordination among the various components once they begin to function. Although component coordination was looked at separately, planning for that coordination was examined as well. The Dunlap evaluation team was handicapped by the fact that they were brought on board after planning took place.

In order to evaluate the management planning in a post-hoc fashion, members of the evaluation team met with the project director and reviewed critical incidents and emergencies, paying specific attention to implementation of activities and the preparedness of all systems. Due to the post-hoc nature of the management evaluation, it meant that, as ridiculous as it sounds, two members of the Dunlap team sat with Mr. Serafino while he perused his appointment calendar for last Spring, Summer and Fall. During the "cross examination" the evaluators learned that the early planning was negligible if anything. Mr. Serafino, himself, pointed out that he contracted school buses only a day or two before they were needed. This particular example is not an isolated incident.

Poor planning at the outset of a program was probably due to the fact that the program was prepared by one person and implemented by another. Even though Mr. Serafino had supported the proposal writer's efforts, the expectation that he could take a new program, interview, hire and orient an entire staff, and see the hundreds of other details were attended to (in addition to his full-time duties as city-wide coordinator of foreign languages) was a bit much. That the program went as smoothly as it did during the first few months is a credit to Mr. Serafino's management abilities. Unfortunately, we have observed that his other responsibilities in the regular school system did not get their due. In our estimation he devoted at least 80% of his time, during the first six months, to the Title VII program. This, in itself, was poor planning. The imbalance in Mr. Serafino's time allotment scheme was primarily due to the fact that so many crises occurred in the infant bilingual education program.

All unexpected problems were handled post-haste by Mr. Serafino. At least, it was Mr. Serafino who made the decisions as to how problems would be overcome. Often a solution was implemented by Mrs. Almadovar. Planning in a universal sense, such as scheduling of classrooms, monthly meetings, etc. was adequate. Planning for specifics, such as purchase of replacement texts and materials, arranging end of year ceremonies, or ensuring adequate bus service, was usually a last minute arrangement. It now seems that this will not be the case come next September.

Due to the fact that the program is being moved back into the local schools, the local elementary school principals will be able to assume many of the administrative responsibilities. This especially helps the management system insofar as the planning of Mr. Serafino's acitivies are concerned. We can now plan for his involvement in curriculum development, teacher training and supervision, as well as other important process areas. In the past his involvement was limited due to the number of times he was called on to "put out fires." Under the new management design, the principals will be able to put out most of the fires without consulting Mr. Serafino. Only when something directly concerns the bilingual curriculum, bilingual teachers or only bilingual students would he need to be consulted. For example; in the past, if a bilingual education teacher wanted to take her class into another classroom for a combined lesson, (on the spur of the moment) she would have to contact either Mr. Serafino or Mrs. Almadovar. Now, the two local principals, only seconds away, could make such decisions.

b. Acquisition and Allocation of Resources

The primary objective regarding the acquisition and allocation of resources was to obtain as many of the resources including personnel, money and facilities required for the bilingual education program as possible and to allocate them to program needs in a way which would maximize not only the effectiveness of the resources but the overall program effectiveness as well. This management goal was effectively achieved by Mr. Serafino, the

project director. The in-kind services offered by the school system to the Title VII program demonstrated a willingness on the part of the schools and school administrators to participated in and support the program. It is possible that the services were offered because Mr. Serafino is also the city-wide supervisor of foreign languages. In this position he manages to wield a certain amount of "clout" often missed by bilingual education project directors. While a dollar value is difficult to establish, it appears that the in-kind services march or even exceed the funds alloted by OE. Those in-kind services include such things as:

- Classroom space at Lee High School, Horace Day and Truman elementary schools, and office space in the teacher's workshop area of Lee High School.

- Full-time services of one bilingual teacher paid for out of city funds ($9,000.).

- The services of a part-time tutor-counselor, working two hours per day at $6.00 per hour, paid for out of city funds ($2,160.).

- 50% of Mr. Serafino's salary as project director, regardless of the fact that he spent well over 50% of his time on the bilingual education project, was paid for by the city ($9,300.)

- The city also bought the program a $200 tape recorder and a $70 phonograph.

- Although it was geared towards next year's program, the city requested and received EPDA funds to conduct a summer workshop for bilingual teachers. This grant covered salaries of twelve teachers and two administrators for a period of five weeks.

While the measurable cash value is $23,000, the classroom office space, in addition to the hours of consulting given by local principals, curriculum coordinators and language supervisors, points not only to a supportive school community but to an effective manager, as well.

c. Control of Resource Expenditures

As in any funded program or private business, another objective of management is to ensure that resources allocated were used in the most beneficial manner. You can judge the management's effectiveness in allocating resources by examining the techniques used for expending resources, selecting personnel, reimbursing expenditures, selecting equipment, making policies regarding purchases, and fiscal control techniques. Again, this is a subjective examination on the part of the evaluation team, but may be considered somewhat objective due to the fact that data and information gathered on management techniques was perused by members of the Dunlap team who had little or nothing to do with the ongoing New Haven program.

In order to evaluate personnel selection, one of the evaluation team members participated in two of the personnel interviews. Although this occurred late in the year, the procedures observed represent the general outlook of the project management. At one particular interview, a young lady demonstrated quite an expertise in teaching both Spanish and English. She did, however, happen to have a strong Spanish accent. It was not until a position was open in the area of teaching Spanish that this teacher was brought on board. On at least two other occasions the project management demonstrated its capability in allocating resources as far as personnel was concerned. Midway through the first year's operation, the project management decided that several of the teachers were not totally capable of teaching all subject areas in the second language. Mr. Serafino re-designed the scheduling and ended up with departmentalization per subject area; Social Studies, English as a Second Language, Spanish, Arithmetic and Remedial Reading. Still later in the year, the project administration took steps to remove one of the teachers who was not performing as desired. Although she was hired by same managers, they took steps to remove here as soon as no other countermeasures seemed suitable.

As far as spending money on equipment and text books was concerned, we know that both the project director and assistant project director took several tours of other bilingual programs and media-curriculum

centers prior to any major expenditures. Their purchases reflected the observations which were made of the various programs. The purchase policies and reimbursement procedures were closely monitored by the project management, using most of the forms and techniques implemented by the New Haven School system.

Fiscal control was one of the goals of this first year's management and was demonstrated by the fact that they came within dollars of all lines of the estimated budget. They did have $12,000 remaining at the end of the year but with good reason. Originally, they had estimated that each teacher would receive approximately $8,000 in salary. However, almost all of the teachers who were finally selected were classified as beginning teachers and therefore received only $6,800. The $1200 surplus per teacher plus surplus allotted to fringe benefits accounts for most of the $12,000.

d. Monitoring, Control and Integration of Component Activities

Management's objectives regarding the monitoring and control of components was to ensure that planned activities contributed to the overall goals of the program; to discover and resolve unforeseen problems that arise; to insure that individual components are compatible with and reinforce each other and to make available the necessary information for future planning. In order to evaluate management's effectiveness in achieving the aforementioned goals, we examined what might be considered the Information Feedback System from component activities to program management. We also looked

for and analyzed the communication systems which were established between program personnel.

In a program of this size, a formal information management system is usually not required. This was particularly true in New Haven's Title VII program because Mr. Serafino was devoting so much of his time to the bilingual education program during its formative months. Unforeseen problems did not need to be brought to his attention. He was usually there to put out any fires immediately. As the school year progressed and he began devoting a bit more time to his other responsibilities, Mrs. Almadovar was constantly on-site to respond to all emergencies. This system, directly reporting to an on-site administrator, also helped the teachers voice opinions about curriculum, text books and other program aspects. There always seemed to be a representative of the project administration on hand. As the program grows this will be more and more difficult to accomplish. For example, next year, Mr. Serafino should devote only 50% of his time to the program. Mrs. Almadovar will devote 50% of her time to each of the two schools involved. We have designed a management system which will include the two elementary school principals, so again, there will always be a member of the project administration on hand should an emergency arise.

During discussions with all teachers and teacher-aides, we specifically asked if there were any instances when they needed assistance from either Mrs. Almadovar or Mr. Serafino when neither was available. There were no positive responses to that question.

We do not think that many steps were taken to anticipate and/or prevent problems from occurring. Then again, the program was small enough to react to any and all problems when and if they arose. Expecting a natural growth of the Title VII program we have anticipated that this would not always be the case and are planning to schedule inter- as well as intra-school meetings on a regular basis. These meetings may take the form of special training sessions or discussions revolving around personnel, procedures, schedules, etc. We also expect that these meetings will help us determine the extent to which future program planning reflects ongoing experience.

e. Liaison with Other Organizations and Community

Management's objectives with regard to other organizations in the community were geared towards the eventual integration of Title VII activities into the regular New Haven School system, as well as the participation of local community agencies and organizations. In order to evaluate the management's effectiveness in this area, the evaluator examined the efforts used in establishing liaison. The evaluators were on hand often enough to examine problems arising between the Title VII program and others and the steps taken to resolve them. We observed that Mrs. Almadovar played a key role in this effort by personally visiting each of the Puerto Rican households involved in the Title VII program at least twice since last Spring. We also had conferences with Mrs. Almadovar and Mr. Serafino regarding their interaction with Junta, a local Puerto Rican organization which tried to get involved with the Title VII

program. Problems arose due to Junta's lack of knowledge regarding the program. Mr. Serafino and Mrs. Almadovar were quick to educate the local agency as to the goals of the project. They also invited representatives of the agency to meetings and classroom observations. By the end of the year the organization was not only aware of the program but was acting as a supportive agency through their participation in the program. Two representatives conducted meetings dealing with the problems of the young Puerto Rican children in the community and another is planning to attend the summer workshop conducted by OE.

We did observe, however, that other segments of the New Haven educational community were not well aware of the program goals of bilingual education. We conducted a survey of teachers who were not directly involved in the program. Their concept of bilingual education and their lack of knowledge of program goals caused them to have a negative attitude towards the program. Using the evaluators feedback, the management plans to implement a broader dissemination program beginning in September 1970. This will probably take the form of periodic releases to all teachers in the school system.

2. Teacher Performance

The Appendix to this report contains an extensive teacher observation rating scale which was designed primarily by Dr. Edward Cervenka of Columbia University Teacher's College. He designed this instrument with a

grant from OEO and applied it to teachers working in the Creedmore, Texas school district. It is a unique observation form because it is specifically geared towards evaluating teachers who are conducting bilingual education classes. Most of the evaluation team's efforts this year were geared toward revising this instrument to meet the needs of New Haven's program. Bernard Cohen discussed this observation report with the New Haven teachers on two separate occasions. At the first meeting he gave a simple description of the instrument to get a feel for the teachers' attitudes toward s being evaluated. At a different meeting, the observation report was distributed and Mr. Cohen reviewed each item with the group of teachers. As explained earlier in this report, we did not use this form because it was prepared too late to allow for baseline comparisons. And, it was the feeling of the evaluators that the teachers wanted to review the entire instrument before being subjected to it. It will be used extensively during the next school year.

This year's rating of teachers was done primarily by Mr. Serafino and Mrs. Almadovar. The conventional means, employing the standards traditionally used in New Haven school system, proved adequate to rate this year's group of teachers. Mr. Serafino, who sees dozens of teachers per week in his role as city-wide supervisor of languages, is quick to recognize shortcomings in teacher performance.

It was his routine observations which resulted in the revised scheduling, placing teachers in more suitable roles. In concert with his evaluation of teacher performance, Mrs. Almadovar also reviewed teacher performance on a daily basis. Together they compiled enough data to, not only release one of the teachers from her classroom responsibilities, but build a case against the teacher when that particular teacher brought them to a hearing before the school committee. The school committee, in fact, pointed out that Mr. Serafino's testimony against the inadequate teacher was one of the most thorough documentations they had ever received. Because of his particular expertise in observing teacher performance, the evaluation team does not expect to replace his abilities with a new instrument. We hope only to enhance his observations and make this particular evaluation task a bit easier.

In addition to the one dismissal, it was noted that two other teachers were weak in several areas. In order to strengthen their capabilities, along with thoseof the new teachers, the evaluation team will participate in the summer workshop in order to demonstrate the use of behavioral objectives and team teaching.

Teacher-aide performance was used as an adjunct to teacher performance in order to complete the process evaluation. A questionnaire was given to teachers who were supervising teacher-aides. This questionnaire, also included in the Appendix, rated the teacher-aides by listing areas of proficiency

and deficiency. No objective rating was given to each area. It has been our experience that teachers, when asked to attach a rating scale to the aides' performance, tend to overrate for fear of losing the services of the aide. Rather than get a biased rating we get a rating of areas and, therefore, are in a position to plan the next training session for teacher-aides. If a teacher-aide consistently shows up weak in the same areas, we assume that she is not performing well. Also, if a teacher-aide consistently shows up strong in the "clerical" areas we assume that she is either incapable of performing the teaching duties or that the teacher refuses to relinquish some of the teaching responsibilities. When this happens, further classroom observation is required. The current group of teacher-aides in New Haven's Title VII program rated so high that we wondered, at times, who in fact was actually the teacher in the classroom. All of the aides currently employed have teaching experience in Puerto Rico. The program is quite fortunate to have aides whose average teaching experience exceeds that of the teachers in the program. The program is also fortunate in that these particular aides have done an excellent job in supplementing the teacher rather than vieing for the major role.

In conclusion, the evaluation team, along with the program management, is quite satisfied with the overall teacher performance. We expect that the few personnel changes made responded directly to the classroom problems that were present during the first few months of the program. We are also readying ourselves for next year by preparing a more sophistiated approach

to teacher evaluation, including constant surveillance of the team teaching approach which will be employed during the second year.

3. Curriculum Evaluation

There are two scientific ways to evaluate a given curriculum. You may run a comparison between a control group and an experimental group or you may test students at various phases in a particular curriculum. The former situation will give you comparisons on a gross basis while the latter will help you revise sections of a given curriculum. Unfortunately, in New Haven's Title VII program, we could perform neither design. Due to the delay in getting the evaluation off the ground, we could not set up a control situation. And, due to the fact that no particular curriculum was employed in grades two through six, no individually oriented assessment could take place. The only way in which this particular process could have been evaluated was by means of subjective evaluation on the part of all concerned; teachers, supervisors and evaluators.

This occurred at two meetings conducted by Bernard Cohen wherein all project personnel exchanged ideas and experiences with the various text books, work books and materials. We were particularly concerned with the effectiveness of the school department's standard curricula as they were used in the Title VII program as well as the effectiveness of heretofore untried Spanish language materials. (Untried as far as New Haven was concerned.)

Mr. Serafino had supplied the teachers with course outlines and detailed plans which he received from other supervisors. In all discussions (including those conducted during the summer workshop), it was decided that these course outlines are more than adequate as long as they are supplemented with appropriate Spanish language materials. The Spanish materials which were discussed and rated favorably will be used next year as well. Those materials include such texts as Nuestra Cartilla Fonetica, Por El Mundo de la Palabra, Grades 1-4, La Sciencia, Grades 1-3, El Mundo Y Mi Comunidad, Historia de Puerto Rico, and several others. These books, supplementing the city's curriulum for science, mathematics, reading and social studies will comprise next year's ongoing curriculum. Fortunately, most of these text books are part of a series of graded materials, and allow for sequential learning rather than general, all inclusive learning.

We have also planned to use the Prince Elementary School as a control factor in evaluating next year's curriculum. We will be comparing the ESL curriculum at Prince School to the bilingual curriculum at Horace Day and Truman Schools. This control situation will also help us evaluate teacher performance and student attitude as well.

In the K-1 grades, the program will continue to use the FLICS curriculum. It will, however, be modified to meet the particular needs of the students in the two bilingual schools. All of the primary teachers felt that this FLICS curriculum served well except for the fact that they could not

include all lessons due to the time constraints imposed by this year's schedule. When the evaluator met with the teachers, the teachers pointed out that they could actually teach about one-fourth of a FLICS lesson in any given class per day. With the change in scheduling, the teachers will have enough time to teach one entire FLICS lesson per class day. We are also planning to use some teacher-made quizzes to evaluate certain aspects of the ongoing curriculum.

B. Product Evaluation

1. Oral Vocabulary

Tests of Spanish oral vocabulary were given to children in grades K-1. Although it proved impossible to control all the factors desired, some interesting results were obtained.

Puerto Rican Children

The tests were given to 18 Puerto Rican children from Horace Day School in January 1970 and repeated with 5 of them in June 1970 (sample size explained earlier). The results are shown in Table I. The mean percentage of correct answers for the three classes in the January sample range from about 80% to 90%. The difference between the kindergarten and grade 1 scores is statistically significant at the $x = .025$ level for a one-tailed Mann-Whitney U test. When the students were given a repetition of the test in June, their mean performance was essentially unchanged.

The better scores obtained by the grade 1 children indicate any of several factors including:

- The test may detect the improved vocabulary skills of the older children.
- The scores might be the result of improved test-taking skills on the part of the older children.
- There might be a bias in the two samples of students.

Table I

Results of Spanish oral vocabulary
given to Puerto Rican children

	Mean Percentage Correct	
	January 1970	June 1970
Kindergarten	79. 2	
Grade 1	86. 3 *	
Grade 1	90. 0 *	91. 8

* The test was given in two different Grade 1 classrooms.

It is our impression that no conclusion may be drawn from this data. Not merely because there is no significance, but because the test does not reflect the lessons taught during the school year (FLICS).

Anglo Children

The Spanish oral vocabulary test was given in January and June to 26 students from Horace Day School and in June to 67 students from Truman School. Earlier it was decided that Horace Day would serve as a sample population. By the end of the year we decided that we wanted to look at differences between schools. The results are shown in Table II.

The numbers reflecting changes over time and/or between sexes are not displayed because they were insignificant. All we are showing and we are not quite sure of its implication, is the difference between Truman level K and all other classes in this sample. (We are still attempting to determine the reason for their performance.) The overall mean percentage correct is about 30%. This can be compared to the 80-90% achieved by the Puerto Rican students. There is no indication of different performance as a function of grade. And, we are not sure that the Truman School K performances mean anything at this time.

Table II

Results of Spanish oral vocabulary test
given to Anglo children June 1970

	Mean Percentage Correct	
	Horace Day School	Truman School
Kindergarten	22.5	40.3 *
		31.1 *
Reading Readiness		28.0
Grade 1	29.9	29.7

*The test was given in two different kindergarten classes at Truman School.

2. Student Self-Concept

Two forms of Dr. Cervenka's "Me, Myself and I" self-concept instrument were administered to Puerto Rican students in Grades 2-6. In both forms the same concepts were addressed: In one, the student is asked what he thinks about himself with regard to each concept; in the other, the student estimates what his classmates think about him with regard to each concept. The responses are scored from 1 to 5, with the higher numbers representing the more positive self-concept.

Tables III and IV show the mean scores obtained on each statement in June, 1970. Since no difference could be distinguished in terms of grade level, the data shown represent the total sample of 16 students.

There are two reasons for having only 16 students included in the final sample. First of all, in January all students enrolled in the program were tested in a group testing situation. This group situation was ruled invalid after several teachers pointed out that many students were misrepresenting their self-concepts because fellow students could easily look at their papers. Teachers were asked to identify students who would give an honest self-appraisal, regardless of whether or not teachers felt the self-appraisal would be positive or negative. In the post-testing situation, we limited our sample to those students who would be with the program next year. Except for two or three Sixth Graders, all of the 16 students will be in the Bilingual Program for 1970-71.

Table III

Student responses to statements in
"What I Think About Myself"

Numbers refer to
Statement Number
in instrument:

		13		
		9	15	
	16	8	14	
	12	6	11	
	7	5	4	
	3	2	1	10

≤0.5	0.5+	1.0+	1.5+	2.0+	2.5+	3.0+	3.5+	4.0+	4.5+
	-1.0	-1.5	-2.0	-2.5	-3.0	-3.5	-4.0	-4.5	-5.0

Mean response scores to individual Statements

Table IV

Student responses to statements in
"What My Classmates Think About Me"

Numbers refer to Statement Number in instrument:			
	14		
	13		
	12		
	10		
	9		
	7	11	
	6	8	16
	4	5	15
	3	1	2

≤0.5	0.5+ -1.0	1.0+ -1.5	1.5+ -2.0	2.0+ -2.5	2.5+ -3.0	3.0+ -3.5	3.5+ -4.0	4.0+ -4.5	4.5+ -5.0

Mean response scores to individual Statements

Tables III and IV show their responses in a histogram form. It can be seen that in terms of "What I Think About Myself," the mean responses center approximately around the value of 4.0, a moderately positive response. The responses in "What My Classmates Think About Me" seemed to be shifted downwards somewhat towards a neutral response. This difference, however, is not statistically significant, using a Wilcoxon Test at the alpha = 0.05 level.

As mentioned earlier, data were collected in January, 1970, as well as June, 1970. Therefore, some comparisons over time are available. There was a statistically significant (alpha = 0.05) improvement in self-concept on the "What I Think About Myself" scale from January to June. The data are shown in Table V. No time difference was detected on the "What Others Think About Me" scale.

Many programs often measure their success, as far as student attitude is concerned, by comparing attendance records of the various target groups. Table VI presents the figures which represent average numbers of absences per student, divided into four classifications: Spanish male, Anglo male, Spanish female, and Anglo female. Figures are presented for Grade 1, Reading Readiness Level, Kindergarten, and combined figures for Grades 2-6. Hours of data collection and tabulation went into the figures presented in Table VI. However, we did not attempt any inferential analysis due to the fact that a significant difference, even if it favors the Bilingual Program, could not be made. As far as attendance is concerned, the number of intervening variables prevents us from doing any more than presenting these figures for the reader's information.

Table V

Comparative results from
"What I Think About Myself" Scale

Question Number	Mean Response	
	January 1970	June 1970
1	4.14	4.29
2	3.57	4.29
3	4.00	3.57
4	3.42	4.71
5	4.43	4.29
6	3.29	4.00
7	3.57	3.29
8	3.57	3.71
9	2.29	4.00
10	3.43	4.86
11	3.86	4.57
12	3.57	3.86
13	4.28	3.43
14	3.57	4.57
15	3.71	4.57
16	2.71	2.71

Table VI

Average absences per student

	Males		Females	
	Spanish	Anglo	Spanish	Anglo
Kindergarten to Grade 1:				
Grade 1	30.0	25.7	42.0	26.7
Reading Readiness Level	13.8	17.9	17.7	23.0
Kindergarten	23.4	21.9	16.0	22.9
Grades 2-6:				
Average for all students		17.44		
Average for Title VII students	12.3		17.0	

3. Parent Attitude

A Parent Attitude Scale was administered to 26 parents encompassing both Anglo and Puerto Rican parents of children in Grades K-6. Only 17 of the completed instruments were kept in the sample. The other 9 were ruled invalid for one of several reasons: lack of understanding on the part of the interviewee, lack of consistency in responses to like questions, and/or lack of honesty in the responses (in the opinion of the interviewer). The statements posed and distribution of responses are shown in Table VII. Since the programs for Grades K-1 are markedly different than that for Grades 2-6, the parents in each of these groups were first considered separately. When no apparent differences were discovered, the groups were combined as shown in Table VII.

There seems to be a bias in the responses given on the survey in the direction of agreeing with the statements made by the interviewer. Table VIII shows the total number of responses (i.e., summed over statements and parents) obtained in each of the response categories. It can be seen that although there is some discrepancy in the mild preference categories (i.e., "agree", "disagree"), there is a major discrepancy in the strong preference categories. This could be the result of an artifact in the way the statements were posed or of a true response bias. Based on an examination of individual survey statements, the latter appears to be the case.

Table VII

Parents' Attitudes About Education and Bilingual Schooling

This part of the questionnaire gives you the opportunity to express your recommendations, opinions, concerns, feelings, etc. about the education and bilingual schooling of your child/children. Please indicate your agreement or disagreement with the following statements by placing a "✓" in the appropriate space. Frank expression of your own opinion will be appreciated.

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
47. The only way that people can raise or improve the way they live is to get a good education.	(11)	(3) ✓		(3)	
48. Most teachers probably like quiet children better than ones who are active and talk a lot.	(4)	(11) ✓		(1)	(1)
49. Children can learn a foreign or second language much easier than adults can.	(13)	(4) ✓	(1)		
50. Children should be encouraged to talk a lot when they are very young.	(7)	(8) ✓	(1)	(1)	
51. Most teachers do not want to be bothered by parent's coming to see them.		(4) ✓	(1)	(11)	
52. Sports and games take up too much time in school.		(3)	(7)	(7)	
53. A parent should not help his child learn a second or foreign language at home.	(3)	(1) ✓		(9)	(3)

* Encircled numbers represent response frequencies of combined parent groups.

Table VII (continued

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
54. A bilingual school, that is, where instruction is given in both English and Spanish, is probably a good thing for our local community.	(14) ☑	(2) ☐	☐	☐	☐
55. Kids cut up so much that teachers can't teach properly.	(8) ☐	(8) ☑	(1) ☐	☐	☐
56. Not enough time is spent learning the basic subjects: reading, writing and arithmetic.	(2) ☐	(5) ☑	(3) ☐	(5) ☐	☐
57. Bilingual schooling is harmful to the child's language development.	☐	☐	(2) ☐	(11) ☑	(4) ☐
58. There are some children in the school I would not want my child to play with.	(1) ☐	(1) ☐	(1) ☐	(1) ☐	(1) ☐
59. In school there are more important things than getting good grades.	(2) ☐	(15) ☑	☐	(2) ☐	☐
60. The best way to improve schools is to train teachers better.	(4) ☐	(11) ☑	(1) ☐	(1) ☐	☐
61. People today need to learn a second or foreign language.	(13) ☑	(4) ☐	☐	☐	☐
62. Once in a while it should be OK for parents to keep their children out of school to help out at home.	☐	(4) ☑	☐	(4) ☐	(4) ☐
63. Teachers who are very friendly are not able to control their pupils.	(1) ☐	(1) ☑	(1) ☐	(6) ☐	☐

Table VII (continued)

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
64. Most teachers would be good examples for my children.	(2)	(13)	(2)		
65. Only the school should try to teach children a second or foreign language, not their parents.	(1)	(3)	(11)	(2)	
66. When children do not work hard in school, their parents are to blame.	(2)	(1)		(13)	(1)
67. The children in our school deserve the right to receive part of their education in their own native language.	(13)	(3)	(1)		
68. The most important quality of a real man is driving purpose to get ahead.	(7)	(9)			
69. The Spanish spoken in school is of an inferior quality.	(1)	(3)	(9)	(2)	(2)
70. A child who is bilingual in English and Spanish will have an economic advantage when he grows up.	(14)	(2)			
71. Most kids who can do the work are able to get to college if they really want to.	(4)	(13)			
72. The English spoken in school is of an inferior quality.	(1)	(2)	(7)	(7)	
73. A man can often learn more on a job than he can in school.		(2)	(2)	(13)	(1)

Table-VII (continued)

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
74. Most children have to be made to learn.	(7) ☑	(9) ☐	☐	(1) ☐	☐
75. Most of the teachers are not trained as well as they should be.	☐	(5) ☑	(3) ☐	(9) ☐	☐
76. Bilingual schools should be tried out on an experimental basis.	(1) ☐	(3) ☐	(1) ☐	(10) ☐	(2) ☑
77. A course on child development (growing up) would be helpful to parents.	(13) ☑	(4) ☐	☐	☐	☐

78. Any other comments you wish to make about your child or his school will be appreciated:

Spanish with 75' wants it to be permanent
She will like Spanish to be Taught
to White Negro etc.

Table VIII

Total number of parent responses in each category

Category	Number of Responses
Strongly agree	150
Agree	165
Don't know	44
Disagree	142
Strongly disagree	21
No answer	5

The statements eliciting the strongest responses were singled out, using rather subjective criteria. This resulted in seven statements on the positive side (nos. 47, 49, 54, 61, 67, 70, 77) and six on the negative side (nos. 57, 62, 65, 66, 73, 76) out of a total of 31. Following this, the statements pertaining directly to Bilingualism (nos. 49, 53, 54, 57, 61, 65, 67, 70, 76) were extracted from the total list. Eight of these nine were also in the list of strongest responses, indicating a strongly favorable view towards Bilingualism. The remaining statements in the strong response group covered a variety of subjects. (Raw data for this survey appears in Xerox'd pages of the Appendix.)

. Opinions of Non-Title VII Teachers

During the first year of New Haven's Bilingual Education Program, Puerto Rican students between Grades 2-6 were removed from their regular classroom in order to attend the afternoon Bilingual sessions at Lee High School. The evaluators felt that the regular classroom teachers should be surveyed in order to determine whether this scheduling affects their classroom procedures and/or gives the teachers reason to have a negative view of the Title VII Program. Fifteen teachers were asked to respond to nine questions. They were not asked to put their names on the survey.

Question 1 asked the teachers if the scheduling of the Bilingual Education Program interfered with their regular lessons. This was the only question which elicited a response from all 15 teachers. Ten of the 15 teachers said that the scheduling of the Program does interfere with their lessons. In examining

their detailed responses ("If yes, please give details"), most of the teachers who responded affirmatively were bothered by the fact that they had to rearrange their regular lesson plans in order to provide the Puerto Rican children with as much reading and arithmetic during the morning as possible.

Thirteen of the 15 teachers responded to question 2, which asked if their Puerto Rican students who attended the afternoon Bilingual sessions missed part of their regular education. Eleven of the thirteen responding teachers responded in the affirmative. There were no written comments which expressed a consensus.

We then asked the teachers if they felt that students from the local Puerto Rican community were so far behind by the time they entered school that Title VII could not do much to help them. Eleven of the 15 teachers responded to this question. Only four responded in the affirmative. The fact that seven teachers responded negatively indicates that while they disagreed with the scheduling of the program, they might, in fact, agree with the general goals of the program.

We then asked the teachers to subjectively state whether their Puerto Rican students were demonstrating improved discipline habits and an improved self-image as a result of the Bilingual Education Program. Only two of 13 respondents felt that students were demonstrating improved discipline habits, and only three of 11 respondents felt that there was an improvement in the general self-image of the Puerto Rican students. It should be noted that almost

half of the Puerto Rican parents interviewed during the parent questionnaire pointed out that their childrens' behavior has not changed in the regular classroom period, while in fact they have shown tremendous improvement while in the Bilingual center. This is one of the reasons why the Bilingual Education classroom is being combined with the regular classroom for next year's program.

Only one of 14 responding teachers felt that there was a marked improvement in language skills among the Title VII students. Unfortunately, each teacher used her own subjective rating scheme, and probably interpreted the word "marked" in her own subjective fashion. However, taken at face value, the Puerto Rican students, most of whom showed a marked improvement in language skills while performing at the Bilingual center, did not transfer this improvement to the regular classroom. Herein lies another reason for combining the Bilingual with the regular classroom.

As expected, 14 teachers who responded to the question comparing the ESL approach to the Bilingual approach, favored the ESL. Project directors and Bilingual teachers spent hours attempting to relate the benefits of Bilingual Education to the non-Title VII teachers. Apparently, until more of the Anglo teachers are personally involved with Bilingual Education, they will continue to have a "nationalistic pride" towards their own language. The teachers' annotated responses to this question lead us to believe that their responses in favor of ESL are made out of ignorance to the Bilingual approach,

FILMED FROM BEST AVAILABLE COPY

rather than anything else. Most of their responses revolved around the "melting pot" approach to education.

Again, as expected, nine out of ten teachers felt that Puerto Rican students should not be bussed away from their neighborhood schools. Likewise, only one out of 13 teachers felt that all Puerto Rican elementary school students should be in a Bilingual program. The last question posed was: "Would You Like to Work for Title VII?". Thirteen teachers responded in the negative, while two abstained. In a space left for teachers' comments, more than half of the teachers pointed out that several of their students did show an improvement in language and reading skills, while others did not. It seems that they felt they were responding with regards to all of their Puerto Rican students when they responded to question no. 5 (Improvement in language skills). Now, at the end of the survey, they did feel compelled to point out that some of their students did, in fact, show marked improvement.

This survey, done with total anonymity, shows that the dissemination program aimed at the Anglo teachers failed. It did, however, have a tremendous hurdle to overcome -- that of a separation of Bilingual Education from the regular educational program. Hopefully, this will be remedied with next year's program changes.

APPENDIX A

ORAL VOCABULARY INSTRUMENT

Aeon: 24

LANGUAGE

ENGLISH ☐ SPANISH ☑

FORM A ☑ FORM B ☐

ORAL VOCABULARY, NUMBER 1

NAME David (First) Vasquez (Last)

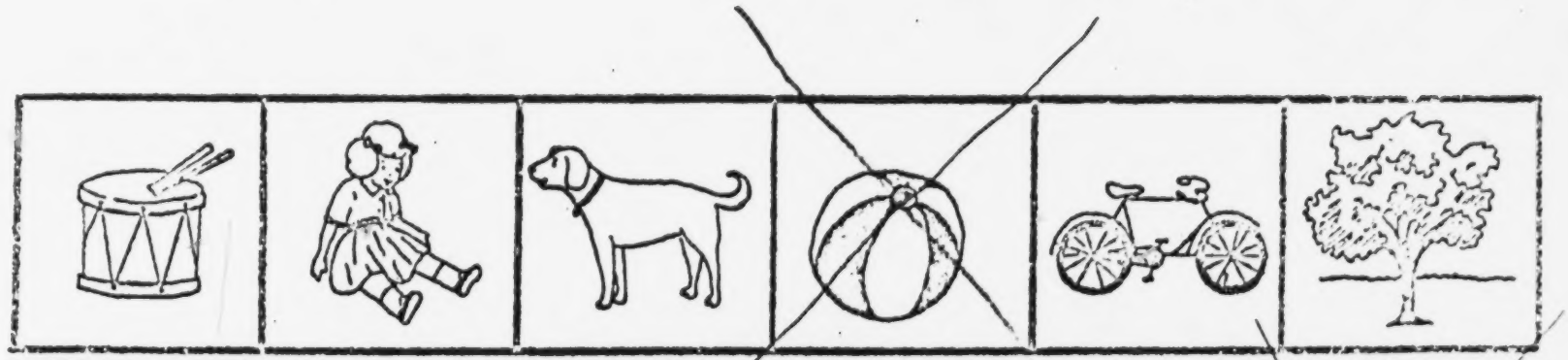
AGE 6 (Years) (Months)

GRADE 1 SCHOOL Hawthorne

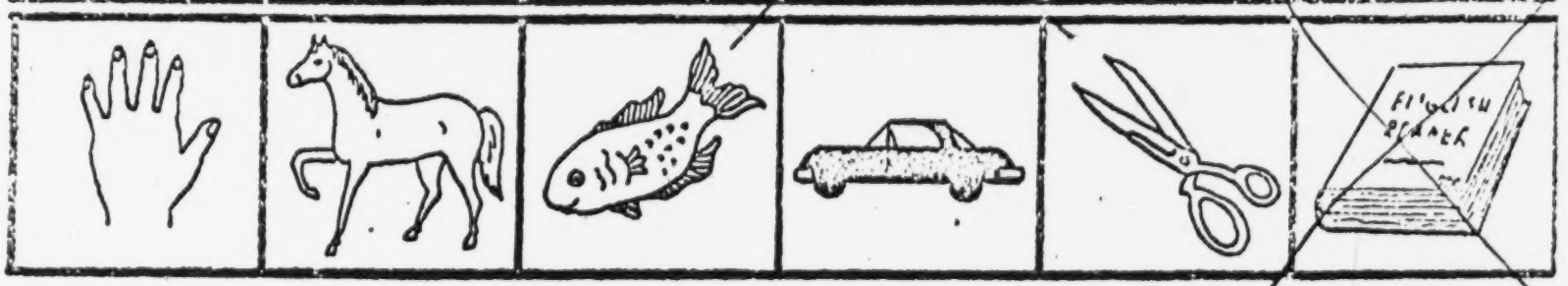
DATE Feb 17/70 TEACHER Mr. Fitzgerald

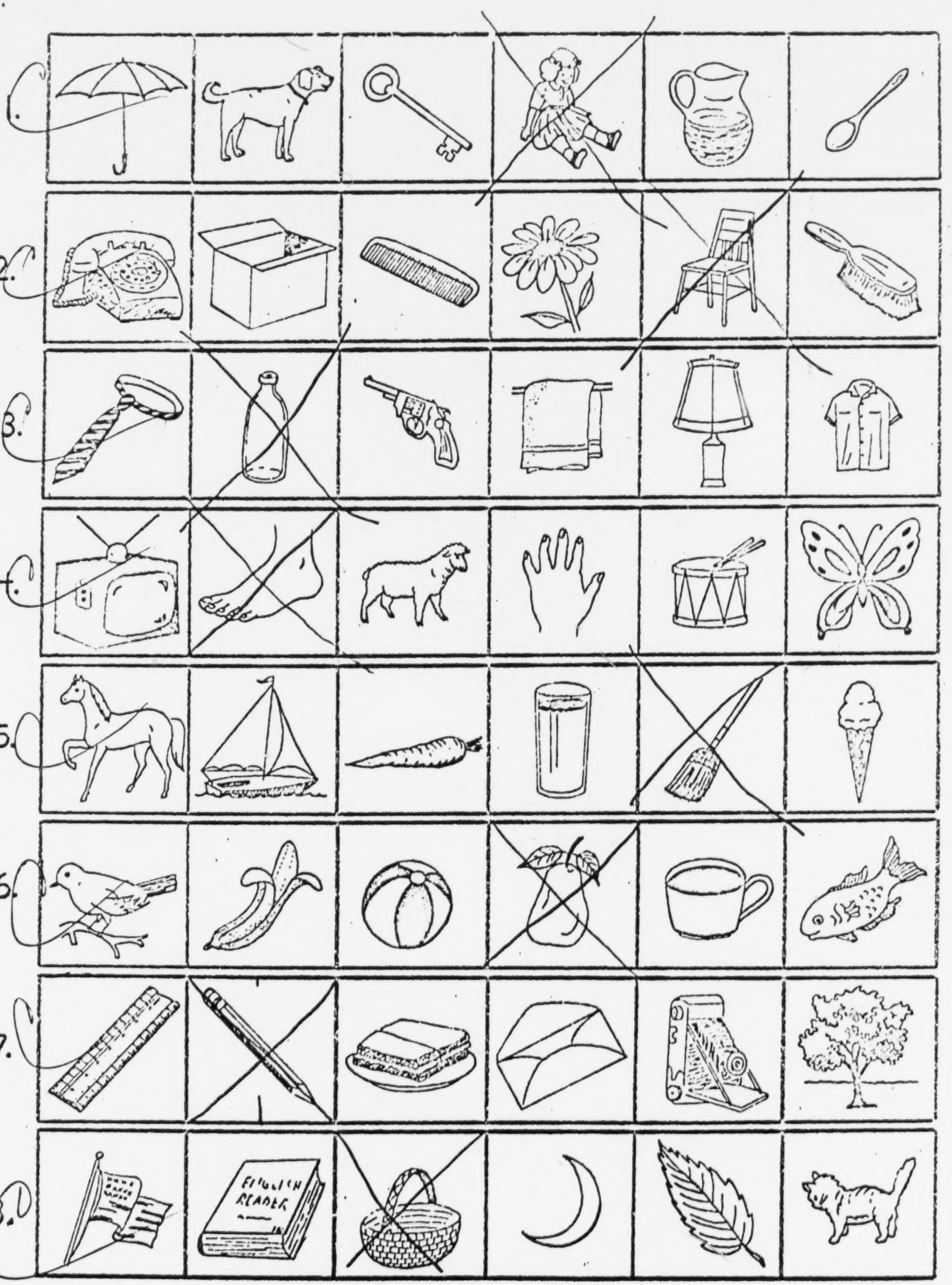
PRACTICE

P1.

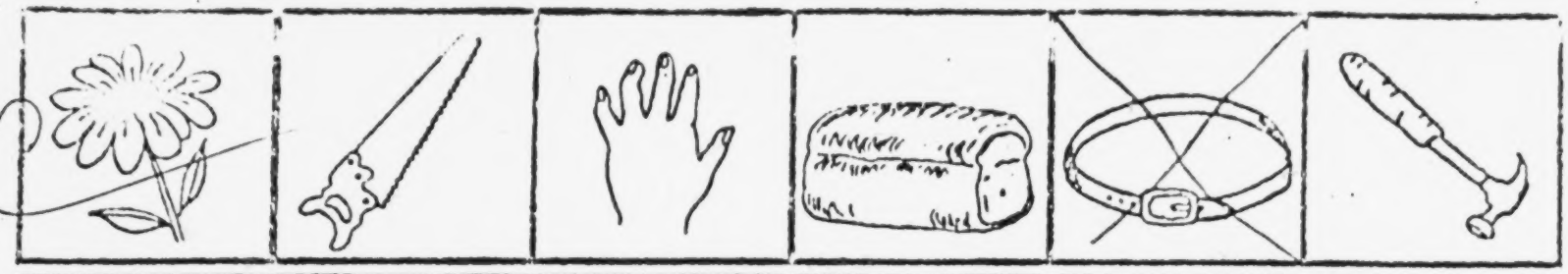


P2.

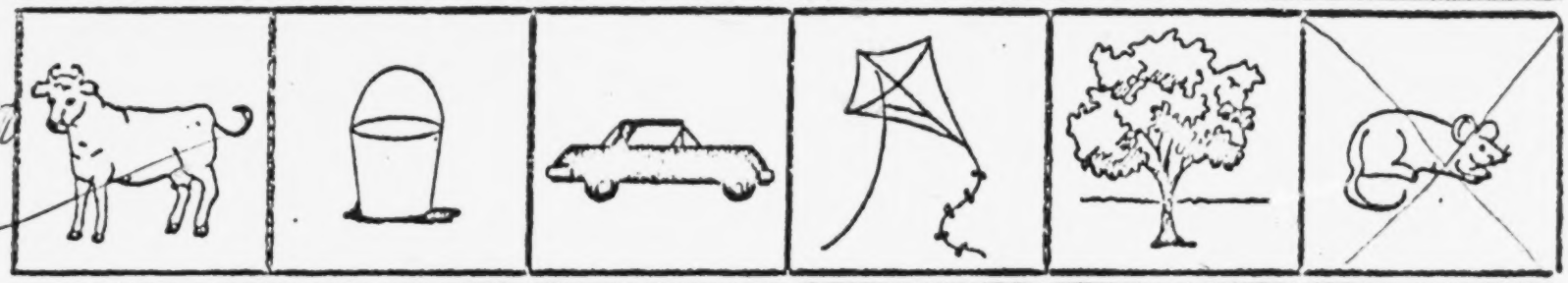



2.
3.
4.
5.
6.
7.
8.
ENGLISH READER

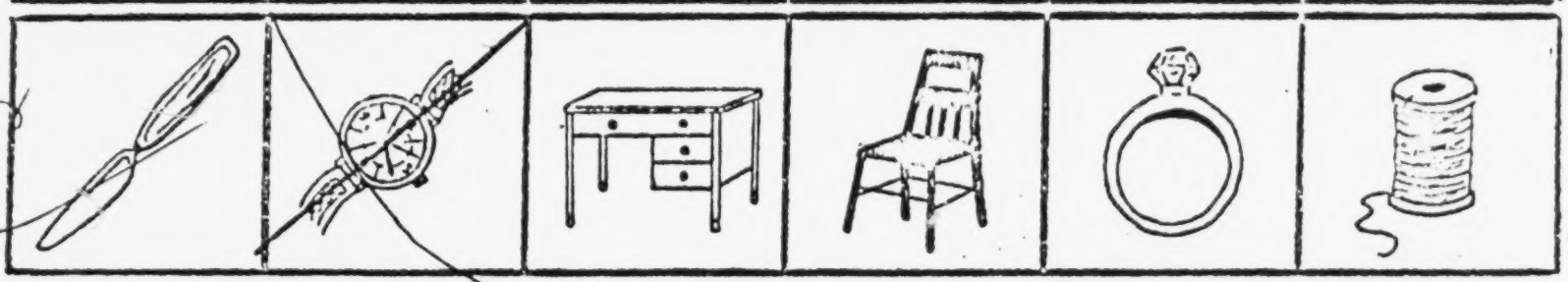
9.



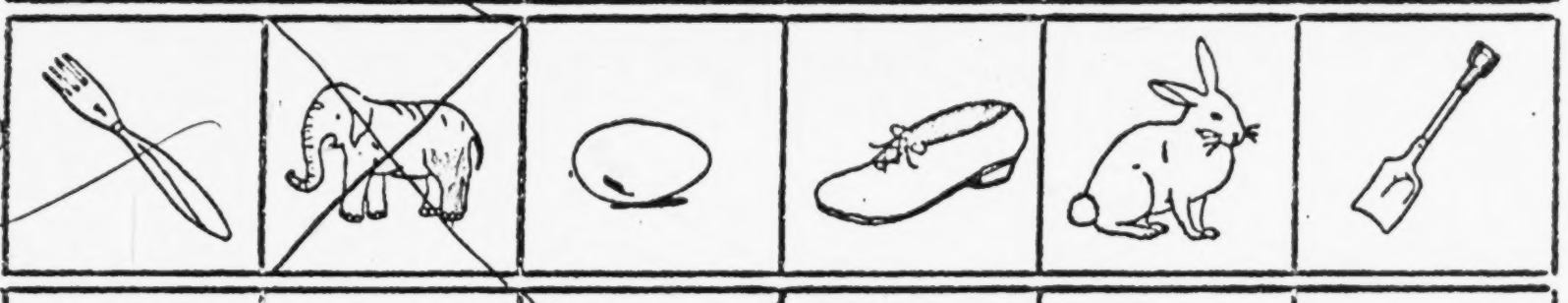
10.



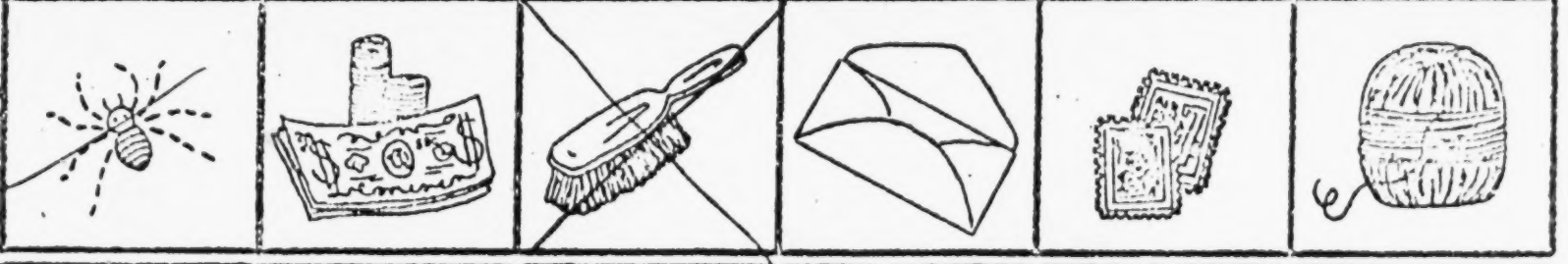
11.



12.

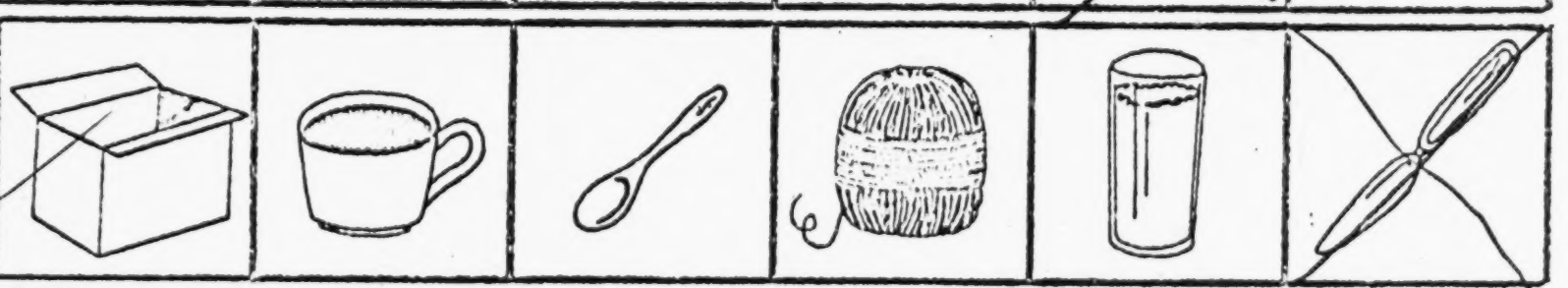


13.



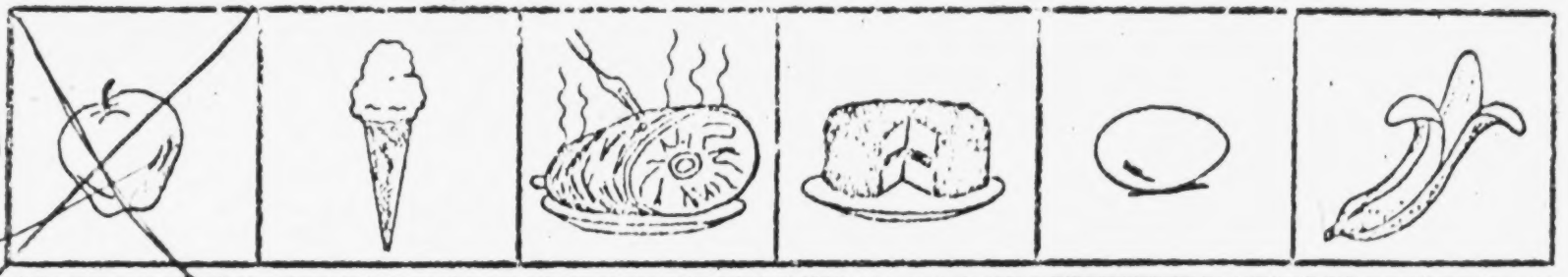
14.

15.

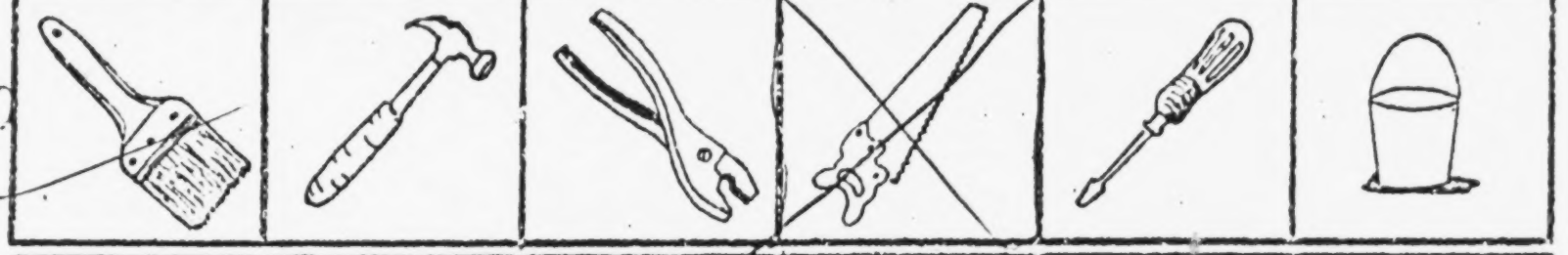


16.

17.



18.

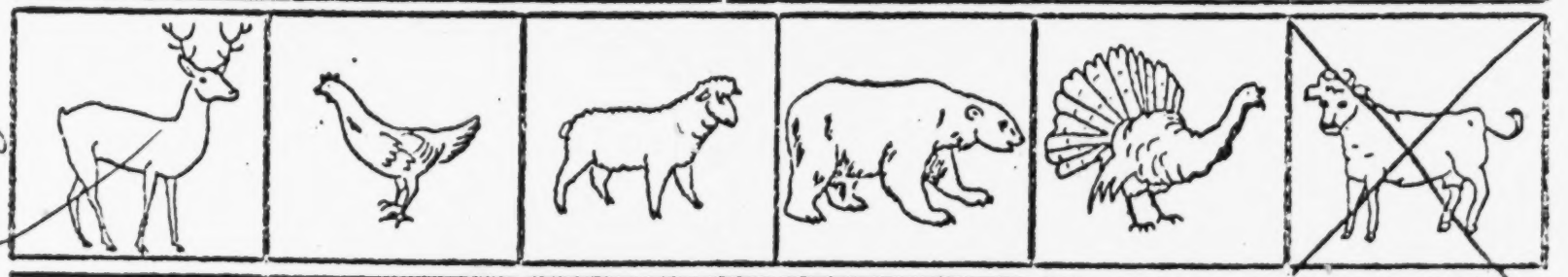


19.

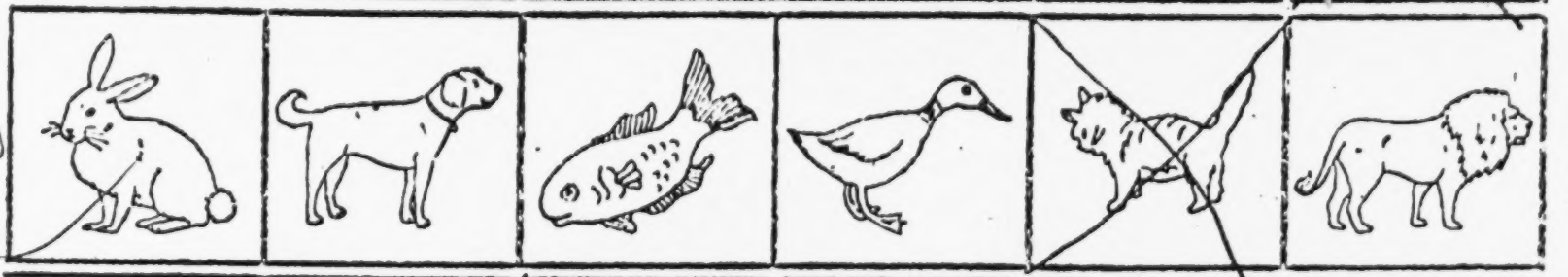
20.

21.

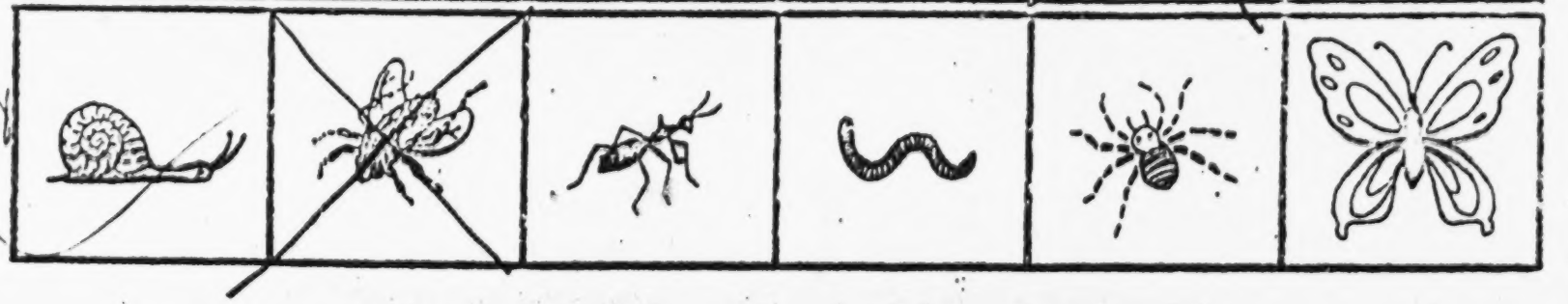
22.



23.



24.



APPENDIX B

"WHAT I THINK ABOUT MYSELF"

(SELF-CONCEPT INSTRUMENT)

ME, MYSELF AND I

NAME: Annett Zuvadeo
(First) (Last)
AGE: 9 (Years) ____ (Months) SEX F
GRADE: 4 SCHOOL HDA
DATE: 2-6-70 TEACHER Miss Garcia

PART A: WHAT I THINK ABOUT MYSELF

INSTRUCTIONS: AFTER THE TEACHER READS EACH INCOMPLETE STATEMENT, YOU COMPLETE IT BY PUTTING AN "X" IN THE ONE BLOCK WHICH SHOWS WHAT YOU THINK ABOUT YOURSELF. BE SURE TO READ OR LISTEN TO ALL FIVE THINGS BEFORE YOU MARK.

---

1. I THINK I AM.....
- [X] VERY HAPPY.
- [ ] ONLY A LITTLE HAPPY.
- [ ] NEITHER HAPPY NOR SAD.
- [ ] ONLY A LITTLE SAD.
- [ ] VERY SAD.

---

2. I THINK I AM.....
- [X] VERY CLEAN.
- [ ] ONLY A LITTLE CLEAN.
- [ ] NEITHER CLEAN NOR DIRTY.
- [ ] ONLY A LITTLE DIRTY.
- [ ] VERY DIRTY.

---

3. I THINK I AM.....
- [X] VERY GOOD LOOKING.
- [ ] ONLY A LITTLE GOOD LOOKING.
- [ ] NEITHER GOOD LOOKING NOR UGLY.
- [ ] ONLY A LITTLE UGLY.
- [ ] VERY UGLY.

---

4. I.....
- [X] LIKE VERY MUCH.....
- [ ] LIKE ONLY A LITTLE.....
- [ ] NEITHER LIKE NOR DISLIKE.....TO PLAY WITH OTHER KIDS.
- [ ] DISLIKE ONLY A LITTLE.....
- [ ] DISLIKE VERY MUCH.....

	☒	MY OWN THINGS VERY MUCH.
	☐	MY OWN THINGS ONLY A LITTLE.
5. I LIKE TO HAVE.....	☐	NEITHER MY OWN THINGS NOR OTHER KIDS' THINGS.
	☐	OTHER KIDS' THINGS ONLY A LITTLE.
	☐	OTHER KIDS' THINGS VERY MUCH.
	☒	VERY GOOD.
	☐	ONLY A LITTLE GOOD.
6. I THINK I AM.....	☐	NEITHER GOOD NOR BAD.
	☐	ONLY A LITTLE BAD.
	☐	VERY BAD.
	☐	LIKE TO TALK VERY MUCH.
	☒	LIKE TO TALK ONLY A LITTLE.
7. I.....	☐	NEITHER LIKE NOR DISLIKE TO TALK.
	☐	DISLIKE TO TALK ONLY A LITTLE.
	☐	DISLIKE TO TALK VERY MUCH.
	☐	VERY SMART.
	☒	ONLY A LITTLE SMART.
8. I THINK I AM.....	☐	NEITHER SMART NOR STUPID.
	☐	ONLY A LITTLE STUPID.
	☐	VERY STUPID.
	☒	NOT AT ALL SCARED OF ANYTHING.
	☐	NOT SCARED OF SOME THINGS.
9. I AM.....	☐	NEITHER SCARED NOR NOT SCARED OF SOME THINGS.
	☐	ONLY A LITTLE SCARED OF SOME THINGS.
	☐	VERY MUCH SCARED OF SOME THINGS.
	☒	LIKE VERY MUCH.....
	☐	LIKE ONLY A LITTLE.....
10. I.....	☐	NEITHER LIKE NOR DISLIKE...THE WAY MY CLOTHES LOOK.
	☐	DISLIKE A LITTLE.....
	☐	DISLIKE VERY MUCH.....

☐ LIKE VERY MUCH.....
☒ LIKE ONLY A LITTLE.....
11. I.....☐ NEITHER LIKE NOR DISLIKE.....THE WAY MY VOICE SOUNDS.
☐ DISLIKE ONLY A LITTLE.....
☐ DISLIKE VERY MUCH.....

☐ NOT AT ALL SCARED OF ANYBODY.
☒ NOT SCARED OF SOME PEOPLE.
12. I AM.....☐ NEITHER SCARED NOR NOT SCARED OF SOME PEOPLE.
☐ ONLY A LITTLE SCARED OF SOME PEOPLE.
☐ VERY MUCH SCARED OF SOME PEOPLE.

☐ VERY STRONG.
☒ ONLY A LITTLE STRONG.
13. I THINK MY BODY IS...☐ NEITHER STRONG NOR WEAK.
☐ ONLY A LITTLE WEAK.
☐ VERY WEAK.

☒ LIKE VERY MUCH.....
☐ LIKE ONLY A LITTLE.....
14. I.....☐ NEITHER LIKE NOR DISLIKE....THE SOUND OF MY NAME.
☐ DISLIKE ONLY A LITTLE.....
☐ DISLIKE VERY MUCH.....

☐ VERY HEALTHY.
☒ ONLY A LITTLE HEALTHY.
15. I THINK MY BODY IS...☐ NEITHER HEALTHY NOR SICKLY.
☐ ONLY A LITTLE SICKLY.
☐ VERY SICKLY.

☒ LIKE VERY MUCH.....
☐ LIKE ONLY A LITTLE.....
16. I.....☐ NEITHER LIKE NOR DISLIKE....THE WAY MY FACE LOOKS.
☐ DISLIKE ONLY A LITTLE.....
☐ DISLIKE VERY MUCH.....

☒ LIKE VERY MUCH.....

☐ LIKE ONLY A LITTLE.....

17. I..... ☐ NEITHER LIKE NOR DISLIKE.....TO BE A PUERTO RICAN.

☐ DISLIKE ONLY A LITTLE.....

☐ DISLIKE VERY MUCH.....

☒ LIKE VERY MUCH.....

☐ LIKE ONLY A LITTLE.....

18. I..... ☐ NEITHER LIKE NOR DISLIKE.....TO SPEAK SPANISH.

☐ DISLIKE ONLY A LITTLE.....

☐ DISLIKE VERY MUCH.....

APPENDIX C

TEACHER RATING SCALE

Teacher Rating Scale

Date:_____ Time of observation:_____ to_____

Time of class:_____ to_____

Observer's name:_____ Co-observer's name:_____

School district or organization:_____

Town:_____ Building:_____

Teacher's name:_____ Code number:_____

Teacher's educational level:_____

Teacher's past experience:_____

Teacher aides: Present_____ Absent_____ Volunteers:
Work week (In days) _____ Present_____ Absent____
Work week (In days)_____

Student assistants: Present_____Absent_____ Work week (Per person)
_____

Type of class:_____

Others present:_____ Specify:_____

Pupils present: Boys _____ Girls: _____ Pupils enrolled:
Boys_____ Girls_____

Age range of pupils: _____to_____ Age of majority of pupils____

Ethnic composition of class (nos.): Latin-American____ Negro____
Anglo_____ Other_____

Apparent ethnic origin of teacher:_____

Neighborhood in which school is located:_____

_____

Physical appearance of room and its contents:_____

_____

Impressions gained from teacher interview: (Assure teacher of confidentiality of interview)

PROJECT HEAD START CENTER OBSERVER'S RATING FORM

CENTER NO._____ Teacher Observed_____

Date_____Time_____ Observer-Rater_____

I. Items Related to the Child's Communicative (Cognitive-symbolic) Behaviors

1. Extent to which the teacher is successful in eliciting verbal responses from individual children.

   1. Almost always successful in eliciting verbal responses.
   2. Very frequently successful in eliciting verbal responses.
   3. Frequently successful in eliciting verbal responses.
   4. More than half of the time successful in eliciting verbal responses.
   5. Less than half of the time successful in eliciting verbal responses.
   6. Infrequently successful in eliciting verbal responses.
   7. Never or rarely successful in eliciting verbal responses.

2. Extent to which each child is given the opportunity to organize and to express his ideas in explaining what he is doing.

   1. Each child is given approximately equal opportunity to express himself.
   2. Most of the children are given about an equal opportunity to express themselves.
   3. Somewhat over half of the children are given an equal opportunity.
   4. About half of the children are given an equal opportunity.
   5. Somewhat less than half of the children are given an equal opportunity.
   6. Only a few of the children are given about an equal opportunity to express themselves.
   7. Only one or two (or none) of the children are given an opportunity to express themselves.

3. Extent to which <u>each</u> child is given the opportunity to organize and to express his ideas in answering questions.

   1. Each child is given approximately equal opportunity to express himself.
   2. Most of the children are given about an equal opportunity to express themselves.
   3. Somewhat over half of the children are given an equal opportunity.
   4. About half of the children are given an equal opportunity.
   5. Somewhat less than half of the children are given an equal opportunity.
   6. Only a few of the children are given about an equal opportunity to express themselves.
   7. Only one or two (or none) of the children are given an opportunity to express themselves.

4. Extent to which <u>each</u> child is given the opportunity to organize and to express his ideas in sharing experiences.

   1. Each child is given approximately equal opportunity to express himself.
   2. Most of the children are given about an equal opportunity to express themselves.
   3. Somewhat over half of the children are given an equal opportunity.
   4. About half of the children are given an equal opportunity.
   5. Somewhat less than half of the children are given an equal opportunity.
   6. Only a few of the children are given about an equal opportunity to express themselves.
   7. Only one or two (or none) of the children are given an opportunity to express themselves.

5. Extent to which the teacher emphasizes the environment in which the child finds himself at any given time. (Emphasis on attention, discrimination, making comparison, drawing conclusions from the immediate environment.)

   1. Almost constant emphasis on world around the child.
   2. Very frequent instances of emphasizing environment.
   3. Much emphasis.
   4. Moderate emphasis.
   5. Some emphasis.
   6. Slight emphasis.
   7. Little or no emphasis.

6. Extent to which the teacher pays attention to the child's accurate, skillful and creative use of language.

   1. Almost constant attention.
   2. Very often.
   3. Frequently.
   4. Moderately.
   5. Infrequently.
   6. Very seldom.
   7. Never.

7. Extent to which the teacher uses language accurately, skillfully and creatively.

   1. Always.
   2. Almost always.
   3. Very often.
   4. Usually.
   5. Infrequently.
   6. Seldom or rarely.
   7. Never.

8. Extent to which the teacher encourages communicative verbal interaction among the children in the group.

   1. Almost constantly.
   2. Very frequently.
   3. Frequently.
   4. Moderately.
   5. Infrequently.
   6. Very seldom or rarely.
   7. Never.

9. Extent to which the teacher gives a natural, pleasant and skillful model of the spoken language in terms of pronunciation, intonation, pauses, rhythm and expressive voice qualities.

   1. Almost always.
   2. Very frequently.
   3. Frequently.
   4. Moderately.
   5. Infrequently.
   6. Very infrequently.
   7. Rarely or never.

10. Extent to which the teacher's use and choice of language is appropriate for the level of competence of the children in the group (i.e. is within their range and grasp, yet still offers them some challenge).

    1. Always.
    2. Almost always.
    3. Frequently.
    4. Moderately.
    5. Frequently not appropriate.
    6. Very frequently not appropriate.
    7. Inappropriate to a considerable extent.

11. Frequency with which teacher pays specific attention to the importance of following directions. (Gives children opportunities to follow instructions, gives them time to do do, etc.)

    1. Almost constant attention.
    2. Very often.
    3. Frequently.
    4. About half of time when opportunity exists.
    5. Infrequently.
    6. Very seldom.
    7. Never (with one or two exceptions).

12. To what extent does the teacher use multi-sensory stimulation in teaching? Various combinations of visual, auditory, tactile, olfactory, gustatory stimulation; other than usual use of words and pictures together.)

    1. Almost constant use of multi-sensory stimulation.
    2. Very frequent use.
    3. Frequent use.
    4. Moderate use.
    5. Occasional use.
    6. Very infrequent use.
    7. No use (with one or two exceptions).

13. To what extent does the teacher use consistently a feedback system in order to develop language facility? (Consistently feeds back corrections, uses models, synonyms, etc. so child can copy and correct his own language.)

    1. Almost constant use of feedback.
    2. Very frequent use of feedback.

3. Frequent use of feedback
4. Moderate use of feedback
5. Occasional use of feedback
6. Very infrequent use of feedback
7. No use of feedback (with one or two exceptions)

14. Extent to which the teacher constructively encourages the child to learn a socially acceptable standard dialect in terms of pronunciation, word formation (e.g. proper inflections and endings added to words), snytax (i.e. order and arrangement of words in a phrase or sentence) and vocabulary. ("Constructively," in a sense that the teacher does encourage the learning of an acceptable stanard dialect but does not attack or belittle the child's own dialect or that of his home environment).

1. Consistently whenever an opportunity exists.
2. Very frequently whenever an opportunity exists.
3. Frequently whenever an opportunity exists.
4. About half the time when the opportunity exists.
5. Infrequently whenever an opportunity exists.
6. Seldom or rarely whenever an opportunity exists.
7. Never whenever an opportunity exists.

15. Extent to which the teacher's use of language approximates a socially acceptable standard in terms of pronunciation, word formation (e.g. proper inflections and endings added to words), syntax (i.e. order and arrangement of words in a phrase or sentence) and vocabulary choice.

1. Completely acceptable.
2. Acceptable except for one deviation from a standard.
3. Acceptable except for a few deviations from a standard.
4. Acceptable except for several deviations from a standard.
5. Acceptable but with quite a few deviations from a standard.
6. Of questionable acceptability.
7. Conspicuously unacceptable.

II. Items Related to the Child's Perceptual-Motor Behavior

16. Degree to which teacher provides for visual discrimination. (Likenesses, differences, details, colors, forms, etc.) (Hunt, 1964; Deutsch, 1963 have both stressed importance of visual discrimination in working with culturally disadvantaged.)

1. Almost constant provisions.
2. Many provisions.
3. Some provisions are made.
4. Moderate provisions are made.
5. Few provisions are made.
6. Very few provisions are made.
7. Almost no provision.

17. Degree to which teacher provides for auditory discrimination. (Calling attention to differences in pronunciations, enunciation, sounds in the environment, rhymes and jingles.)

1. Almost constant provisions.
2. Many provisions.
3. Some provisions are made.
4. Moderate provisions are made.
5. Few provisions are made.
6. Very few provisions are made.
7. Almost no provision.

18. Degree to which the teacher attempts to teach the children to listen. (Attention to others, thought to be an important missing factor with disadvantaged children; several studies mention this.)

1. Almost constant attention paid to this factor.
2. A great deal of attention paid to this factor.
3. Much attention paid to this factor.
4. Moderate attention paid to this factor.
5. Little attention paid to this factor.
6. Very slight attention paid to this factor.
7. No attention paid to this factor.

19. Extent to which the teacher uses physically active situations to promote pupil learning. (Dramatic play, rhythmic games, role playing, puppets, etc.)

1. Almost constant use.
2. Very much use.
3. Much use.
4. Moderate use.
5. Little use.
6. Very slight use.
7. Almost no use.

20. Extent to which the teacher makes specific provisions for the development of motor skills. (Provides the opportunity, has a variety of activities, emphasizes such activities.) (Activities in addition to those of number 17.)

1. Almost constant attention paid to this factor.
2. A great deal of attention paid to this factor.
3. Much attention paid to this factor.
4. Moderate attention paid to this factor.
5. Little attention paid to this factor.
6. Very slight attention paid to this factor.
7. No attention paid to this factor.

21. Degree to which the physically active activities seem suited to the group participating. (Based on the number of children who seem to be involved from the group.)

1. Highly suitable (All children involved).
2. Well suited to group (Only 1 or 2 not involved).
3. Suitable (3 or 4 not involved).
4. Questionable (5 or 6 not involved).
5. Unsuitable (7 or 8 not involved).
6. Quite unsuitable (9 or 10 not involved).
7. Highly unsuitable (11 or more not involved).

III. <u>Items Related to the Child's Social Interactions</u>

22. To what extent does the teacher attempt to inculcate in the child respect for the ideas of others?

1. Almost constant attempts to do so.
2. Very frequent attempts to do so.
3. Many attempts to do so.
4. Some attempts to do so.
5. Few attempts to do so.
6. Rare attempts to do so.
7. No attempts to do so.

23. To what extent does the teacher attempt to inculcate in the child respect for the property of others?

1. Almost constant attempts to do so.
2. Very frequent attempts to do so.
3. Many attempts to do so.
4. Some attempts to do so.
5. Few attempts to do so.
6. Rare attempts to do so.
7. No attempts to do so.

24. To what extent does the teacher attempt to inculcate in the child respect for the feelings of others?

1. Almost constant attempts to do so.
2. Very frequent attempts to do so.
3. Many attempts to do so.
4. Some attempts to do so.
5. Few attempts to do so.
6. Rare attempts to do so.
7. No attempts to do so.

25. To what extent does the teacher encourage the pupils to use an adult (in this case the teacher or parent) as a resource person?

1. Almost constant attempts to do so.
2. Very frequent attempts to do so.
3. Many attempts to do so.
4. Some attempts to do so.
5. Few attempts to do so.
6. Rare attempts to do so.
7. No attempts to do so.

26. Degree to which the teacher makes specific attempts to develop more realistic concepts (concepts that will be more congruent with those found in the huge majority of American schools and homes) of the roles of male and female in the family. (For Negro children this may be an attempt to off-set the deprecations of maleness to which the children have been exposed; for Latin-Americans this may be an attempt to off-set the effects of extreme male domination to which they may have been exposed.)

1. Almost constant attempts to do so.
2. Very frequent attempts to do so.
3. Many attempts to do so.
4. Some attempts to do so.
5. Few attempts to do so.
6. Rare attempts to do so.
7. No attempts to do so.

IV. Items Related to the Child's Emotional Development

27. To what extent does the teacher indicate her identification with the group which she teaches? (Choice of words, emphasis on certain values, ways of referring to other social groups or to the children's social group.)

1. Almost constant identification.
2. Very frequent instances of identification.
3. Frequent instances of identification.
4. Moderate identification.
5. Some identification.
6. Slight identification.
7. No identification.

28. Degree to which the teacher seems to be aware of pupil frustration.

1. Almost constant indications of awareness.
2. Very much aware.
3. Much awareness.
4. Moderate awareness.
5. Some awareness.
6. Slight awareness.
7. No apparent awareness.

29. Extent to which the teacher seems to have specific techniques for coping with individual pupil's frustrations.

1. More than five techniques used.
2. Five techniques used.
3. Four techniques used.
4. Three techniques used.
5. Two techniques used.
6. One technique used with all situations.
7. No apparent technique.

Possible techniques:
a. Changing tasks for pupil
b. Turning to physical activity
c. Encouraging child to continue
d. "We all feel that way sometime, I do too, but....etc.

30. Extent to which the teacher attempts to help the child develop self discipline.

1. Almost constant attention given to this.
2. A great deal of attention given to this.
3. Much attention given to this.
4. Moderate attention given to this.
5. Little attention given to this.
6. Very slight attention given to this.
7. No attention given to this.

31. Extent to which the teacher attempts to inculcate in the child acceptance of personal responsibility vs. placing of blame on others.

1. Almost constant attention given to this.
2. A great deal of attention given to this.
3. Much attention given to this.
4. Moderate attention given to this.
5. Little attention given to this.
6. Very slight attention given to this.
7. No attention given to this.

32. Extent to which the teacher responds to the consequences of an act vs. responding to the child's intent. (Kohn, 1959 reported that working class parents focus on the act itself, middle class parents on the child's intent.)

1. Always focuses on the act itself.
2. Usually focuses on the act itself.
3. Focuses on act more often than on intent.

4. Focuses on act and intent about equally.
5. Focuses on intent more than on act.
6. Usually focuses on intent.
7. Always focuses on intent.

33. Extent to which the teacher indicates to the child verbally that "the school cares." (Krugman, 1961, reported programs for culturally deprived in New York produced changed self-concepts by giving children "the feeling that the school cared and by having the children succeed.")
(Of course, there are many ways, non-verbal, of showing this; these are picked up in other items.)

1. Almost constant attention given to this.
2. A great deal of attention given to this.
3. Much attention given to this.
4. Moderate attention given to this.
5. Little attention given to this.
6. Very slight attention given to this.
7. No attention given to this.

34. Extent to which the teacher uses specific references or techniques to combat the negative self-image often found among culturally disadvantaged children, especially Negro children.

1. Almost constant attempts to do so.
2. Very frequent attempts to do so.
3. Many attempts to do so.
4. Some attempts to do so.
5. Few attempts to do so.
6. Rare attempts to do so.
7. No attempts to do so.

35. Extent to which the teacher indicates respect for the children's families. (Use of words, phrases, references, tone of voice, inflections.)

1. Complete and sincere respect.
2. Very much respect.
3. Much respect.
4. Moderate respect.
5. Some respect.
6. Slight respect.
7. Little or no respect (they are "those people").

36. Extent to which teacher seems to have specific techniques for handling emotional problems of children.

1. More than five techniques used.
2. Five techniques used.
3. Four techniques used.
4. Three techniques used.
5. Two techniques used.
6. One technique used with all situations.
7. No apparent technique.

Possible techniques:
a. Changing tasks for pupils.
b. Turning to physical activity.
c. Encouraging child to continue.
d. "We all feel that way sometime, I do, but....etc.

37. To what extent is there physical contact between teacher and children? (Putting arm around child, "hugging him up," hands on shoulder or arm, etc.)

1. Almost constant contact.
2. Very frequent contact.
3. Frequent contact.
4. Some contact.
5. Little contact.
6. Very little contact.
7. Practically no contact or none.

V. Items Related to the Motivation of the Child

38. Degree to which the teacher uses specific techniques to develop an enthusiasm for learning. (For seeking new knowledge, for feeling a sense of satisfaction from learning, etc.)

1. Almost constant attention paid to this.
2. A great deal of attention given to this.
3. Much attention given to this.
4. Moderate attention given to this.
5. Little attention given to this.
6. Very slight attention given to this.
7. No attention given to this.

39. Degree to which the teacher attempts to develop in the children acceptance of and familiarity with delayed goal and gratification. (Future-time orientation)

1. Almost constant attention paid to this.
2. A great deal of attention given to this.
3. Much attention given to this.
4. Moderate attention given to this.
5. Little attention given to this.
6. Very slight attention given to this.
7. No attention given to this.

40. Degree to which the teacher creates an atmosphere of "possibility" to replace the attitude of passivity and defeatism which is common among children from impoverished areas.

1. Almost constant attention paid to this.
2. A great deal of attention given to this.
3. Much attention is given to this.
4. Moderate attention given to this.
5. Little attention given to this.
6. Very slight attention given to this.
7. No attention given to this.

41. Degree to which the teacher creates an atmosphere or attitude of self-dependency rather than an atmosphere or attitude of "other-dependency." (Verbal expressions, conversations, encouragement of self-dependency, attempts to combat attitude that "someone" will take care of all the children's needs.)

1. Almost constant attention paid to this.
2. A great deal of attention given to this.
3. Much attention given to this.
4. Moderate attention given to this.
5. Little attention given to this.
6. Very slight attention given to this.
7. No attention given to this.

42. Extent to which the teacher uses material vs. non-material rewards for pupil responses or behavior. (Several studies have shown there is a difference in the use of such rewards according to social class.)

1. Uses material rewards only (Stars, first in line for milk, etc., a prize).
2. Uses material rewards most of time.
3. Uses material rewards more than non-material rewards.
4. Uses both about equally.
5. Uses non-material rewards more than material rewards.
6. Uses non-material rewards most of time.
7. Uses non-material rewards only (Praise, a smile, a comment).

43. Degree to which the teacher uses negative vs. positive reinforcement in learning situations. (Use of "no, that's wrong, now - you missed that yesterday, etc., vs. good, that's a good try, keep on, you're doing fine, etc.")

1. Very frequent positive reinforcement.
2. Frequent positive reinforcement.
3. More positive than negative reinforcement.
4. The two used about equally.
5. More negative than positive reinforcement.
6. Frequent negative reinforcement.
7. Very frequent negative reinforcement.

44. Degree to which the teacher uses negative vs. positive reinforcement in behavior situations.

1. Very frequent positive reinforcement.
2. Frequent positive reinforcement.
3. More positive than negative reinforcement.
4. The two used about equally.
5. More negative than positive reinforcement.
6. Frequent negative reinforcement.
7. Very frequent negative reinforcement.

VI. Items Which May Relate to Several of the Above Categories

(Many of the above items are rather obviously better placed in two or more categories; the following are different in that they seek to focus more on the teacher as a person.)

45. Extent to which the teacher seems to depend on expressions of appreciation or affection from the children.

1. Highly dependent.
2. Much dependence.
3. Moderate dependence.
4. Slight dependence.
5. Little or no dependence.

46. Degree to which the teacher displays tolerance for deviant behavior.

1. Extremely tolerant.
2. Much tolerance.
3. Tolerant.
4. Moderate tolerance.
5. Some tolerance.
6. Slight tolerance.
7. Little or no tolerance.

47. Extent to which the teacher uses unplanned incidents as an opportunity for learning vs. consistent focusing on the planned task at hand.

1. Almost constant attempts to do so.
2. Very frequent attempts to do so.
3. Many attempts to do so.
4. Some attempts to do so.
5. Few attempts to do so.
6. Rare attempts to do so.
7. No attempts to do so.

APPENDIX D

PARENT ATTITUDE SURVEY

attitude of parents
New Haven Title 7

by Dr. Edw. Cervenka

III. Parents' educational aspirations for the child

45. If you could have your wish, and your child had the opportunity, how far in the school would you like for your child to go? (Check highest answer that applies)

- ☐ Finish Grade School
- ☐ Attend Junior High School
- ☐ Take Vocational Work in High School
- ☐ Finish High School
- ☐ Take Vocational Work After High School
- ☐ Go to College
- ☒ Finish College
- ☐ Go to Graduate or Professional School (to become a professor, doctor, lawyer, etc.)
- ☐ Will leave decision to child

46. Since things don't always turn out the way we want them to, how far do you think your child will probably or actually go in school? (Check highest answer that applies)

- ☐ Finish Grade School
- ☐ Attend Junior High School
- ☐ Take Vocational Work in High School
- ☐ Finish High School
- ☐ Take Vocational Work After High School
- ☐ Go to College
- ☐ Finish College
- ☐ Go to Graduate or Professional School (to become a professor, doctor, lawyer, etc.)
- ☒ Will leave decision to child

IV. Parents' Attitudes About Education and Bilingual Schooling

This part of the questionnaire gives you the opportunity to express your recommendations, opinions, concerns, feelings, etc. about the education and bilingual schooling of your child/children. Please indicate your agreement or disagreement with the following statements by placing a "✓" in the appropriate space. Frank expression of your own opinion will be appreciated.

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
47. The only way that people can raise or improve the way they live is to get a good education.	☒	☐	☐	☐	☐
48. Most teachers probably like quiet children better than ones who are active and talk a lot.	☒	☐	☐	☐	☐
49. Children can learn a foreign or second language much easier than adults can.	☒	☐	☐	☐	☐
50. Children should be encouraged to talk a lot when they are very young.	☒	☐	☐	☐	☐
51. Most teachers do not want to be bothered by parent's coming to see them.	☐	☐	☐	☒	☐
52. Sports and games take up too much time in school.	☐	☒	☐	☐	☐
53. A parent should not help his child learn a second or foreign language at home.	☐	☐	☐	☒	☐

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
54. A bilingual school, that is, where instruction is given in both English and Spanish, is probably a good thing for our local community.	☒	☐	☐	☐	☐
55. Kids cut up so much that teachers can't teach properly.	☒	☐	☐	☐	☐
56. Not enough time is spent learning the basic subjects: reading, writing and arithmetic.	☐	☒	☐	☐	☐
57. Bilingual schooling is harmful to the child's language development.	☐	☐	☐	☒	☐
58. There are some children in the school I would not want my child to play with.	☐	☒	☐	☐	☐
59. In school there are more important things than getting good grades.	☐	☐	☐	☒	☐
60. The best way to improve schools is to train teachers better.	☐	☒	☐	☐	☐
61. People today need to learn a second or foreign language.	☒	☐	☐	☐	☐
62. Once in a while it should be OK for parents to keep their children out of school to help out at home.	☐	☐	☐	☐	☒
63. Teachers who are very friendly are not able to control their pupils.	☐	☐	☐	☒	☐

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
64. Most teachers would be good examples for my children.	☐	☒	☐	☐	☐
65. Only the school should try to teach children a second or foreign language, not their parents.	☐	☐	☐	☒	☐
66. When children do not work hard in school, their parents are to blame.	☐	☐	☐	☒	☐
67. The children in our school deserve the right to receive part of their education in their own native language.	☒	☐	☐	☐	☐
68. The most important quality of a real man is driving purpose to get ahead.	☐	☒	☐	☐	☐
69. The Spanish spoken in school is of an inferior quality.	☐	☐	☒	☐	☐
70. A child who is bilingual in English and Spanish will have an economic advantage when he grows up.	☒	☐	☐	☐	☐
71. Most kids who can do the work are able to get to college if they really want to.	☐	☒	☐	☐	☐
72. The English spoken in school is of an inferior quality.	☐	☐	☒	☐	☐
73. A man can often learn more on a job than he can in school.	☐	☐	☐	☒	☐

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
74. Most children have to be made to learn.	☐	☒	☐	☐	☐
75. Most of the teachers are not trained as well as they should be.	☐	☐	☐	☒	☐
76. Bilingual schools should be tried out on an experimental basis.	☐	☐	☐	☒	☐
77. A course on child development (growing up) would be helpful to parents.	☒	☐	☐	☐	☐

78. Any other comments you wish to make about your child or his school will be appreciated:

Will like the continuation of the bilingual program at all levels from the Elementary grades to college. P.R. and other Spanish Kids will go back to there country and language will not be a problem. Children can get a decent job with good pay also.

Black and white children should be given the opportunity of learning Spanish also so that all children understand each other and get along better.

V. Rating of Socioeconomic Status of Family

79. Occupation:

- ☐ Professional and proprietors of large businesses
- ☐ Semi-professionals and smaller officials of large businesses
- ☐ Clerks and kindred workers
- ☐ Skilled workers
- ☐ Proprietors of small businesses
- ☐ Semi-skilled workers
- ☑ Unskilled

80. Source of Income:

- ☐ Inherited wealth
- ☐ Earned wealth
- ☐ Profits and Fees
- ☐ Salary
- ☐ Wages
- ☐ Private relief
- ☑ Public relief and non-respectable income

81. House Type:

- ☐ Large houses in good condition
- ☐ Large houses in medium condition; medium houses in good condition
- ☐ Large houses in bad condition
- ☐ Medium sized houses in medium condition; apartment in regular apartment buildings
- ☐ Small houses in good condition; small houses in medium condition; dwellings over stores
- ☑ Medium sized houses in bad condition; small houses in bad condition
- ☐ Houses in very bad condition; dwellings in structures not intended for homes

82. Dwelling Areas:

- ☐ Very high (exclusive)
- ☐ High; the better suburbs and apartment house areas; houses with spacious yards
- ☐ Above average; areas all residential; larger than average; space around the houses; apartment areas in good condition, etc.
- ☐ Average; residential neighborhoods, no deterioration in the area
- ☑ Below average; area not quite holding its own, beginning to deteriorate; business entering
- ☐ Low; considerably deteriorated, run-down and semi-slum
- ☐ Very low; slum

83. Education of Broadwinner:

- ☐ Graduate or professional schooling (M.A., LL.D., M.D., Ph.D., etc.)
- ☐ Completed college (B.A., B.S., etc.)
- ☐ Some college
- ☐ Vocational training after high school
- ☐ Completed high school
- ☐ Vocational training in high school (or some high school)
- ☑ Grade school or less

PARENT'S ATTITUDE SCALE

parent identif.	question # 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
No identification	2 2 2 2 2 3 2 1 2 2 4 – 2 2 1 2 2 1 2 1 1 1 3 1 1 3 2 1 2 5 1
III Sp.	4 2 2 2 2 2 5 2 2 3 4 2 2 2 2 2 4 2 4 4 1 2 2 1 2 3 4 2 2 4 2
I and I Anglo	1 1 1 2 2 4 1 1 1 1 4 1 2 1 1 4 1 1 1 1 1 1 1 1 1 1 4 1 4 1 1
I Anglo	1 4 1 1 4 4 4 1 1 4 5 3 4 1 1 4 2 2 4 4 2 1 3 1 2 2 4 1 3 4 1
I Anglo	1 2 2 2 4 4 4 1 1 3 3 2 2 2 2 5 2 2 2 4 2 2 3 2 2 4 4 2 4 2 1
K III Sp.	1 2 1 1 4 3 1 1 1 2 4 2 2 2 1 4 4 2 4 4 1 1 4 1 2 3 4 2 3 4 1
I Sp.	2 2 1 2 4 4 4 4 2 2 4 4 4 2 2 1 4 4 2 4 4 1 2 3 1 2 4 4 1 4 4 2
I Sp.	4 2 1 2 3 3 4 1 1 1 5 4 4 1 1 4 2 3 4 4 1 1 3 1 1 3 3 1 3 4 1
I and I Sp.	1 1 1 1 4 4 4 1 2 4 4 4 1 2 1 4 4 2 5 4 1 1 2 1 2 4 4 2 4 4 1
II Sp.	1 2 1 1 4 4 5 1 2 2 5 2 2 2 1 4 2 2 5 5 1 2 3 1 1 4 4 1 2 5 1
III Sp.	1 2 2 3 4 4 4 2 1 4 4 4 4 3 2 4 3 3 4 4 3 2 2 2 2 2 3 4 2 2 2
III Sp.	4 5 3 2 4 3 1 1 1 – 3 5 2 1 2 2 2 2 4 4 1 1 5 1 2 4 5 2 4 2 1

PARENT'S ATTITUDE SCALE

IV Sp.	1 2 1 1 2 3 5 1 2 4 4 4 4 2 1 4 4 2 4 4 1 2 4 1 2 4 4 2 4 4 1
V Sp.	1 1 1 4 - 3 - 1 2 1 5 2 1 4 1 2 4 2 2 2 2 - 5 1 2 4 2 2 2 3 2
I Sp.	1 1 1 1 4 2 4 1 1 2 4 2 4 2 1 5 4 2 4 4 1 2 3 1 2 3 4 2 4 4 1
II Sp.	2 2 1 2 4 3 4 1 3 2 4 4 2 2 1 5 4 2 4 4 1 2 3 1 2 3 4 1 4 4 1
VI Sp.	1 2 1 1 4 2 4 1 2 3 4 2 2 2 1 5 2 2 4 4 1 2 3 1 2 3 4 2 4 4 1

Parent's Attitude Scale - all parents

response frequencies

item #	1	2	3	4	5	n.a.
47	11	3	—	3	—	—
48	4	11	—	1	1	—
49	12	4	1	—	—	—
50	7	8	1	1	—	—
51	—	4	1	11	—	1
52	—	3	7	7	—	—
53	3	1	—	9	3	1
54	14	3	—	—	—	—
55	8	8	1	—	—	—
56	3	5	3	5	—	1
57	—	—	2	11	4 —	—
58	1	7	1	6	1	1
59	2	10	—	5	—	—
60	4	11	1	1	—	—
61	13	4	—	—	—	—
62	—	4	—	9	4 —	—
63	1	7	1	8	—	—
64	2	13	2	—	—	—
65	1	3	—	11	2 —	—
66	2	1	—	13	1 —	—
67	13	3	1	—	—	—
68	7	9	—	—	—	1
69	1	3	9	2	2	—
70	15	2	—	—	—	—
71	4	13	—	—	—	—
72	1	2	7	7	—	—
73	—	2	2	12	1 —	—
74	7	9	—	1	—	—
75	—	5	3	9	—	—
76	1	3	1	10	2 —	—
77	13	4	—	—	—	—
	150	165	44	142	21	5

Parent's Attitude Scale – K+I (II-II)

	1		2		3		4		5		na:	
	*	**										
47	4	7	1	2	—	—	1	2	—	—	—	—
48	2	2	3	8	—	—	1	—	—	1	—	—
49	5	7	1	3	—	1	—	—	—	—	—	—
50	2	5	4	4	—	1	—	1	—	—	—	—
51	—	—	1	3	1	—	4	7	—	—	—	1
52	—	—	—	3	2	5	4	3	—	—	—	—
53	1	2	—	1	—	—	5	4	—	3	—	1
54	5	9	1	2	—	—	—	—	—	—	—	—
55	4	4	2	6	—	1	—	—	—	—	—	—
56	2	1	—	5	1	2	3	2	—	—	—	1
57	—	—	—	—	1	1	3	8	2	2	—	—
58	1	0	1	6	1	—	3	3	—	1	—	1
59	1	1	3	7	—	—	2	3	—	—	—	—
60	3	1	3	8	—	1	—	1	—	—	—	—
61	5	8	1	3	—	—	—	—	—	—	—	—
62	—	—	—	4	—	—	5	4	1	3	—	—
63	1	0	3	4	—	1	2	6	—	—	—	—
64	1	1	4	9	1	1	—	—	—	—	—	—
65	1	0	1	2	—	—	3	8	1	1	—	—
66	1	1	—	1	—	—	5	8	—	—	—	—
67	4	9	2	1	—	1	—	—	—	—	—	—
68	4	3	2	7	—	—	—	—	—	—	—	1
69	1	0	1	2	4	5	—	2	—	2	—	—
70	5	10	1	1	—	—	—	—	—	—	—	—
71	2	2	4	9	—	—	—	—	—	—	—	—
72	1	0	1	1	1	6	3	4	—	—	—	—
73	—	—	—	2	1	1	5	7	—	1	—	—
74	4	3	2	7	—	—	—	1	—	—	—	—
75	—	—	—	5	2	1	4	5	—	—	—	—
76	1	0	1	2	—	1	4	6	—	2	—	—
77	5	8	1	3	—	—	—	—	—	—	—	—

* first number in each box represents K+I parent
** second number in each box represents II-VI parent

APPENDIX E

TEACHER-AIDE RATING

EVALUATION OF TEACHER-AIDES

Direction to Teachers: We are currently planning an in-service training program for Teacher-Aides. You, the teachers, will be of great assistance to this design if you would respond to the following questions:

1. Listed below are several tasks which are performed by Teacher-Aides on a regular basis. Please rank order in the spaces below the three areas of training which would most benefit your Aides; also, rank order three areas which represent areas of proficiency.

   A. Individual reading assistance to remedial students
   B. Ability to relate to individuals and the group as a whole
   C. Clerical tasks (attendance taking, test correcting, etc.)
   D. Individual counseling to problem students (use of appropriate techniques)
   E. Tutoring in areas other than reading
   F. Reinforcement of teacher's lessons when class is divided into groups
   G. Organizing a lesson

2. In the area of teaching language skills (the primary thrust of Title VII), the Aide could be very useful. From the topics listed below, select those areas which should be included in our Training Program; also, identify those areas which already represent areas of proficiency.

   A. Understanding linguistic structures, and analysis of errors (linguistic interferences, tenses, etc.)
   B. Use of idiomatic expressions and vocabulary (both languages)
   C. Application of remedial reading and ESL techniques (use of context, oral-aural, etc.)
   D. Teaching writing skills
   E. Use of special equipment (tape recorder, language master, etc.)

3. The Aide should also establish rapport with the class, conduct herself like a professional, and give the student an adult ear if the teacher is not available. To this end, she should be able to do the following:

   A. Understand certain aspects of child development which will enable her to cope with students' behavior and problems
   B. Understand the specific problems confronting the local target population
   C. Demonstrate sense of compassion for the children, and still keep a professional distance
   D. Be able to encourage students to become an integral part of the class

Rank order areas of proficiency.

OPINIONS OF Non - TITLE 7 TEACHERS

(Do not put your name on this.)

1. Does the scheduling of the Bilingual Education Program interfere with your lessons ? Yes ☒ No ☐

   If Yes, please give details: _____

   _____

   _____

   _____

   _____

2. Do you feel that your students who attend the afternoon bilingual sessions are missing part of their education ? Yes ☒ No ☐

   If Yes, why ? _____

   _____

   _____

   _____

   _____

3. Do you feel that the students from the local Puerto Rican' Community are so far behind by the time they enter school that Title 7 will not do much to help them ? Yes ☐ No ☒

4. Have your Puerto Rican students who attend the Bilingual Education Program demonstrated:

   improved discipline habits ? Yes ☐ No ☒

   improved self-image ? Yes ☐ No ☒

5. Do you notice a marked improvement in language skills among your Title 7 students ? Yes ☐ No ☒

6. Do you feel that the Title 7 students should spend more time learning English instead of the current fifty-fifty spilt Yes [X] No [ ]

Why ? _____

_____

_____

_____

_____

7. Do you feel that the Title 7 students should be bussed ? Yes [ ] No [X]

8. Do you think all Puerto Rican elementary students should be in a bilingual program ? Yes [ ] No [X]

9. Would you like to work for Title 7 ? Yes [ ] No [X]

10. Comments:

APPENDIX F

SURVEY FOR NON-TITLE VII TEACHERS

OPINIONS OF Non-TITLE 7 TEACHERS

(Do not put your name on this.)

1. Does the scheduling of the Bilingual Education Program interfere with your lessons? Yes☐ No☐

If Yes, please give details:_____

_____

_____

_____

_____

2. Do you feel that your students who attend the afternoon bilingual sessions are missing part of their education? Yes☐ No☐

If Yes, why?_____

_____

_____

_____

_____

3. Do you feel that the students from the local Puerto Rican Community are so far behind by the time they enter school that Title 7 will not do much to help them? Yes☐ No☐

4. Have your Puerto Rican students who attend the Bilingual Education Program demonstrated:

improved discipline habits? Yes☐ No☐

improved self-image? Yes☐ No☐

5. Do you notice a marked improvement in language skills among your Title 7 students? Yes☐ No☐

6. Do you feel that the Title 7 students should spend more time learning English instead of the current fifty-fifty split? Yes☐ No☐

Why? _____

_____

_____

_____

_____

7. Do you feel that the Title 7 students should be bussed? Yes☐ No☐

8. Do you think all Puerto Rican elementary students should be in a bilingual program? Yes☐ No☐

8. Would you like to work for Title 7? Yes☐ No☐

9. Comments: